

University Supervisor Feedback to Preservice Teachers:

Influential Factors and the Role of Subject Matter

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Abstract

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Teacher education programs have the responsibility of preparing future educators to teach in ways that support student learning and foster deep understanding of subject matter. For this reason, it is important teacher education programs support preservice teachers' development of subject-matter knowledge and pedagogical content knowledge. One of the most valued and potentially powerful settings for developing these understandings and practices is the field-based practicum in which lessons are observed and debriefed with a knowledgeable other. Although university supervisors may be ideally positioned to provide subject-matter feedback during post-observation conferences, supervision is complex and many factors can potentially influence this type of feedback and the development of subject-matter knowledge and pedagogical content

knowledge. Yet, studies examining the nature of post-observation conferences at the elementary level are limited. This study examined post-observation conferences to look closely at the complexities and influences through the question: What factors influence if, and to what extent, university supervisors bring subject-matter knowledge to bear when providing feedback to preservice teachers during post-observation conferences? I examined this question through a qualitative multiple-case study, comprised of two cases, with each case consisting of one university supervisor and one preservice teacher. The findings suggest that three factors influenced the nature of the feedback the supervisors provided: (1) the observation protocol, (2) the supervisors' approaches to supervision, and (3) the supervisors' experiences and interests. The factors interacted in ways that prioritized social justice and equity discussions while, at the same time, minimized subject-matter feedback. Because both social justice and subject-matter knowledge are imperative in preservice teacher education, I conclude that teacher education programs must work toward ways to help supervisors and preservice teachers integrate these two priorities during instruction. Recommendations include revising university-based observation protocols, providing professional development opportunities for university supervisors, and engaging in ongoing review and evaluation of progress toward integration.

Dedication

To my daughters, Ava and Zoë. Always reach for your goals. To my mother, Debbie, for your endless support and encouragement. To my grandmother, Sara, for always believing in me.

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Introduction

Elementary teacher education programs have the responsibility of preparing future educators who are qualified and competent in engaging in the planning, instruction, and assessment practices necessary for supporting student learning and development (American Association of Colleges for Teacher Education [AACTE], n.d., Overview section, para. 1). Inherent within this responsibility is the charge to ensure that future educators are prepared to teach in ways that foster students' deep understanding of subject matter across content areas. For this reason, it is important for teacher education programs to support the development of preservice teachers' subject-matter knowledge as well as their understanding of pedagogies for effectively teaching subject-matter content to students.

Subject-matter knowledge is essential for providing effective instruction that supports students' deep understanding. Grossman, Schoenfeld, & Lee (2005) emphasize that "effective teachers need subject matter competence" (p. 205), while Feiman-Nemser & Parker (1990) advocate that "understanding of subject matter is a sine qua non in teaching" (p. 40). Teachers need to understand the subject matter in the curricula and standards they are tasked with teaching to provide instruction that supports student learning (Feiman-Nemser & Parker, 1990). At the elementary level, where teachers provide instruction across content areas, teachers need to develop an understanding of multiple subjects.

Shulman (1986) advocates for the importance of subject-matter knowledge, as well, and additionally highlights the importance of teachers developing pedagogical content knowledge, or ways of teaching the subject matter that support student understanding. To support student learning, teachers need to draw on pedagogical content knowledge to consider the various ways students understand and misunderstand subject matter (Shulman, 1986), as well as to anticipate

student responses and use that information to plan for effective instruction (Grossman, Schoenfeld, & Lee, 2005). Pedagogical content knowledge is also necessary for flexibly enacting lessons that include multiple instructional approaches, explanations, and representations of the subject matter to support student learning and understanding (Grossman, Schoenfeld, & Lee, 2005; Shulman, 1986).

An important responsibility of teacher education programs, therefore, is supporting preservice teachers in developing a foundation of subject-matter knowledge as well as the pedagogical content knowledge needed to support student learning and foster deep understanding. Teacher education programs vary in how they approach the responsibility of supporting preservice teacher development (Humphrey & Wechsler, 2008; Myers & Gray, 2017; Strieker, Shaheen, Hubbard, Digiovanni, & Lim, 2014). This is not surprising given the multitude of pathways that exist in the United States for teacher preparation (Grossman & Loeb, 2008) and the significant ways in which these pathways differ, including their programmatic structures and their existence within or outside of higher learning institutions (National Research Council, 2010; Zeichner & Hutchinson, 2008). Amid this diversity, however, is a fairly consistent, longstanding, and highly valued component of most teacher education programs – a field-based practicum in a school or classroom, accompanied by formative feedback and support from knowledgeable others (Darling-Hammond & Baratz-Snowden, 2005; Fraser, 2007).

Field-Based Practicum

The importance of this field-based component has been recognized as far back as the nineteenth century, being viewed by some as “the key to the success of the whole venture,” “the body and soul of teacher training,” and as “an opportunity for improvement in the art of teaching such as offered by no other instrumentality” (Fraser, 2007, p. 54, p. 123). More recent support for

this component has also been voiced by The National Council for Accreditation in Teacher Education's (NCATE) blue-ribbon panel report, which advocated for the placement of "practice at the center of teaching preparation" (NCATE, 2010, p. 2). While field placement practicums afford important opportunities for practice teaching, researchers have noted the additional value of pairing teaching experiences with formative feedback (Darling-Hammond, 2010; Scheeler, Ruhl, & McAfee, 2004).

It is not the teaching experience alone, therefore, that has been so highly regarded for supporting preservice teacher development but rather the cycle of practicing teaching, receiving formative feedback on that teaching from a knowledgeable other, and engaging in future instruction following the feedback, all within the authentic setting of the classroom (Fraser, 2007). While acclaim for this component dates to the 1800s (Fraser, 2007), support has also been voiced more recently. Scheeler, Ruhl, and McAfee (2004), in a review of 10 empirical studies focused on preservice and in-service teacher feedback, emphasized the importance of "systematic instruction...multiple opportunities to practice and...feedback that is immediate, positive, corrective and specific" (p. 405). Darling-Hammond (2010) also voiced support for this cycle of practice teaching paired with formative feedback when advocating for the value of "practice *in* practice" that is afforded by field-based practicums (p. 40). Darling-Hammond (2010) noted the opportunity field-based practicums provide for engaging in the application of learning paired with specific feedback and the opportunities for growth and improvement afforded by these experiences. Additional support has also been voiced by the National Academy of Education's Committee on Teacher Education, who included "frequent opportunities for practice with continuous formative feedback and coaching" as one of their six research-based critical components of student teaching (Darling-Hammond & Baratz-Snowden, 2005, p. 43).

The University Supervisor: A Cross-Contextual Bridge

In most university-based teacher education programs, the responsibility for providing feedback and coaching often rests with the university-based supervisor and/or the mentor teacher (Borko & Mayfield, 1995; Feiman-Nemser & Buchmann, 1987; Valencia, Martin, Place, & Grossman, 2009). As members of the student teaching triad (Valencia et al., 2009), both mentor teachers and university supervisors hold positions that afford opportunities to observe lessons and provide educative, supportive, and growth-oriented feedback. While both triad members are positioned to provide feedback and coaching, university supervisors are uniquely situated in both the university and field-placement contexts and, therefore, may be ideally positioned to provide feedback and guidance that mediate connections among coursework, effective practice, and fieldwork and foster preservice teachers' development of subject-matter knowledge and pedagogical content knowledge.

What Supervisors Do, And Why It Matters

Researchers have noted the value of the university supervisor's role in mediating connections among coursework, effective practice, and fieldwork during post-observation conferences (Cuenca, 2012; Schwartz, Walkowiak, Poling, Richardson, & Polly, 2018). Mediating the connections between coursework and fieldwork has been a longstanding issue in field-based teacher education programs (Zeichner, 2010). According to Zeichner (2010), "the disconnect between what students are taught in campus courses and their opportunities for learning to enact those practices in their school placements is often very great" (p. 91). Yet, post-observation conferences may afford supervisors ideal opportunities to mediate these connections and to provide specific and timely feedback that attends to both subject matter and pedagogy. As Cuenca (2012) highlights, being situated in both university and field-placement contexts affords

university supervisors the opportunity to support preservice teachers in developing “understandings of the intertwined nature of theory and practice” (p. vii). Additionally, Schwartz et al. (2018) highlight the value of supervisors being situated in both contexts for supporting subject-matter and pedagogical content knowledge, noting that university supervisors “can play a pivotal role by promoting a deliberate focus on pedagogy *and* the disciplinary content” (p. 65).

Affordances of Dual Role as a Teaching Assistant

Many supervisors in university-based teacher education programs hold dual roles as teaching assistants (Slick, 1998; Zeichner, 2010), which may further support the supervisors in bridging connections and providing feedback that attends to subject matter and pedagogy. While many supervisors have prior teaching experience that serves as a general preparation for preservice teacher supervision, the teaching assistant role has the potential to provide supervisors with a rich knowledge of coursework and subject matter in the course content area that is beyond what they typically may have experienced as elementary school teachers. In programs where university supervisors hold these dual roles, the supervisors may be able to draw on this knowledge during post-observation conferences. The rich subject-matter knowledge and coursework experiences potentially afforded by this role may further ideally position the supervisors to provide feedback that supports preservice teachers in making sense of subject matter and pedagogies and that mediates connections between coursework and fieldwork.

Challenges and Complexities of Field Supervision

Researchers have emphasized the importance of incorporating subject-matter feedback into coaching interactions for mediating connections between coursework and fieldwork, supporting preservice teacher development and, ultimately, supporting student learning. While university supervisors may be ideally positioned to provide this type of formative feedback, the

effectiveness of supervisors in mediating these connections and bringing subject-matter and pedagogical content knowledge into post-observation debriefs has been questioned by research that points to an emphasis on classroom management and praise during the practice teaching and feedback cycle and a lack of emphasis on subject matter (Borko & Mayfield, 1995; Valencia, Martin, Place, & Grossman, 2009). Grossman (1992), however, advocates for preservice teachers to grapple “simultaneously with issues of management, social roles and routines in classrooms, instruction, and learning” (p. 175), and cautions against placing too much emphasis on classroom management alone during preservice teacher learning, as it does not support the type of instruction that promotes students’ deep understanding. Shulman (1986) also emphasizes the importance of attending to both content and pedagogy, advocating that “we pay as much attention to the content aspects of teaching as we have recently devoted to the elements of teaching process” (p. 8). The complexity of the work of preservice supervision and persistent challenges that exist (Cuenca, 2012; Slick, 1997), however, have the potential to influence if, and to what extent, supervisors bring subject-matter and pedagogical content knowledge to bear when providing feedback to preservice teachers.

Time and Scheduling Challenges

Time and scheduling challenges can lead to opportunities for supporting preservice teacher development that are not realized. While providing preservice teachers with specific, timely feedback following a lesson enactment is ideal (Scheeler et al., 2004), supervisors may not have time to prepare for post-observation conferences beyond “the walk from the classroom to the post-observation conference room” (Cuenca, 2012, p. ix). This can impact the feedback provided since supervisors may not have adequate time to review their observation notes and select the most impactful feedback for supporting preservice teacher learning. Scheduling

challenges can also lead to supervisors feeling rushed during post-observation conferences, which can result in less time and potentially fewer opportunities to engage in the in-depth subject-matter and pedagogical discussions that have the greatest potential for deepening preservice teacher learning (Borko & Mayfield, 1995).

Coursework and Fieldwork Tensions

Opportunities for supporting preservice teacher learning also may not be realized if tensions arise during coaching interactions that are related to differences between the pedagogical approaches preservice teachers learn during coursework and the pedagogies or curricula mentor teachers use in the field. In these situations, supervisors may avoid engaging in educative conversations, including those focused on subject matter, in service of “their commitment to preserving harmony” with the mentor teachers and maintaining positive partnerships (Valencia et al., 2009, p. 318). Additionally, supervisors may avoid engaging in educative conversations when these tensions arise due to the supervisors’ positionality as a representative of the university and an effort to avoid perpetuating historical tensions related to “whose knowledge counts” in teacher preparation (Zeichner, Payne, & Brayko, 2015, p. 123).

Supervision Across Content Areas

Providing feedback that deepens preservice teachers’ subject-matter knowledge and supports preservice teacher learning may also be particularly challenging in the elementary school context. In the elementary school setting, supervisors observe lessons across a range of subject matters. Yet, supervisors may not have the depth of content knowledge needed to provide subject-matter feedback across the content areas (Borko & Mayfield, 1995; Schwartz et al., 2018; Valencia et al., 2009). The lack of content knowledge depth may include supervisors who hold dual roles as teaching assistants. While the dual role may afford supervisors a greater depth

of subject-matter and pedagogical content knowledge in the content area in which they are a teaching assistant, the depth of the supervisors' knowledge may be asymmetrical when looking across content areas where they do not have similar teaching assistant experiences. Borko and Mayfield (1995) note that when supervisors lack confidence in subject-matter knowledge, it may impact the supervisors' "ability and willingness to provide content-specific feedback" (p. 511), which may result in feedback that is "brief," "superficial," and "limited with respect to both frequency and depth" (p. 510), or even feedback that is "miseducative" at times (Valencia et al., 2009, p. 317). Gotwalt and Hausburg (2020) additionally note that supervisors who perceive themselves as lacking in subject-matter expertise may intentionally "steer" feedback and discussions toward areas where they feel confident that are not focused on subject matter (p. 9). Taken together, this may perpetuate a tendency to place greater emphasis on general pedagogy, classroom management, and/or praise than on subject-matter feedback.

Material and Conceptual Tools Used to Shape Supervision

Supervision feedback may also be shaped by the nature of both the conceptual and material tools that are used to guide post-observation feedback.

Generic Observation Forms. When supervisors are required to use observation forms during post-observation conferences that contain categories stated in generic terms, missed opportunities for engaging in in-depth subject-matter discussions may also occur (Borko & Mayfield, 1995; Valencia et al., 2009). If supervisors do not take on the responsibility of translating the generic categories into specific subject-matter categories during post-observation conferences, an emphasis may be placed on general pedagogy when providing feedback instead of on subject-matter (Valencia et al., 2009). Interestingly, in Gelfuso and Dennis' (2014) study, when the researchers modified the protocol that supported pre-service teacher reflection to

incorporate more attention to subject matter, subject-matter discussions in the post-observation conferences increased (Gelfuso & Dennis, 2014).

Program Supervision Models. The focus of the teacher education program's supervision model, for example, on collaboration, instructional coaching, preservice teacher reflection, or co-teaching, as well as the program's protocols for engaging in post-observation conferences may influence the content of the feedback supervisors provide. When post-observation conferences begin with supervisors encouraging preservice teachers to engage in reflection, classroom management concerns are often a focus of the preservice teachers' reflections and may become notable components of the debrief discussions and feedback (Christensen, 1988; Gelfuso & Dennis, 2014; Valencia et al., 2009). Additionally, when the model closely adheres to an observation form, supervisors and preservice teachers may focus their attention on the evaluative components of the form, which may result in a narrower lens during observations, as well as feedback that is primarily focused on the evaluative indicators (Borko & Mayfield, 1995). Alternatively, in Strieker et al.'s (2014) study, the teacher education program positioned and trained the supervisors as Instructional Coaches, who drew on their training to bring subject-matter feedback into conferences, even when subject matter was not a focus of the co-teaching teams' goals. The programmatic focus and model, therefore, may have the potential to influence if supervisors attend to general pedagogy, subject-matter and pedagogical content knowledge, or additional areas for supporting preservice teacher development during post-observation conferences.

Tensions in Individual Values and Priorities

Supervision feedback may additionally be shaped by the university supervisors' approaches to supervision and priorities, as well as by the priorities that preservice teachers bring to post-observation conferences.

Supervisor Priorities. Variations in university supervisors' coaching styles and approaches also have the potential to impact the content of post-observation discussions and feedback. University supervisors who view their primary role as one of support may approach post-observation conferences with a focus on providing praise to build relationships and trust and to foster preservice teachers' development of self-confidence (Anderson, 1998; Bates et al., 2011; Borko & Mayfield, 1995; Valencia et al., 2009). A focus on praise, however, may lead to the displacement of feedback in additional areas important for supporting preservice teacher development, including subject matter (Borko & Mayfield, 1995; Valencia et al., 2009).

Preservice Teacher Priorities. When supervisors position preservice teachers in ways that afford opportunities for the preservice teachers to direct conference conversations toward topics raised by their reflections, questions, and/or goals, preservice teachers often focus on classroom management (Borko & Mayfield, 1995; Gelfuso & Dennis, 2014; Strieker et al., 2014; Valencia et al., 2009). While classroom management is an area where preservice teachers seek the support of their supervisors, an emphasis on classroom management in conference discussions can result in less attention to additional areas for support, including subject matter and pedagogical content knowledge (Borko & Mayfield, 1995; Valencia et al., 2009). Further, researchers have noted that once preservice teachers raise management concerns, it may be difficult for supervisors to shift the conversations away from management and toward other foci (Gelfuso & Dennis, 2014; Valencia et al., 2009). This can result in an emphasis on classroom

management and a displacement of subject-matter and content area-specific pedagogical concerns and feedback.

Examining how supervisors navigate the complexities of field supervision during post-observation conferences may help us understand the role of subject-matter knowledge in the feedback supervisors provide. Providing feedback that supports preservice teachers' development of subject-matter knowledge and their understanding of pedagogies for effectively teaching subject-matter content is important for providing instruction that fosters students' deep understanding. This study provides an opportunity to look more closely at these complexities and influences through the following research question:

- What factors influence if, and to what extent, university supervisors bring subject-matter knowledge to bear when providing feedback to preservice teachers and how do the factors interact to shape the feedback?

Literature Review

In this review, I begin with the literature that has examined the nature of the feedback provided by university supervisors to preservice teachers during post-observation conferences in the elementary context. The existing literature on supervisor feedback provided during actual practice (as opposed to reports of practice) is limited, yet the nine studies included in this review highlight the nature of that feedback and several factors that may shape that feedback. The reviewed studies suggest that three factors are influential in shaping the feedback supervisors provide: (1) supervisor subject-matter knowledge and pedagogical content knowledge; (2) observation and evaluation tools; and (3) supervisor practices. I am specifically interested in what the literature suggests about supervisors providing subject-matter feedback during post-observation conferences since subject-matter feedback is essential for supporting preservice teacher development and, ultimately, student learning. Therefore, the review also includes a focus on if the identified factors influenced if, and to what extent, supervisors provided subject-matter feedback during post-observation conferences.

Nature of Supervisor Feedback

Several studies have closely examined the coaching interactions between university supervisors and preservice teachers during post-observation conferences, including the nature of the feedback provided during these interactions (Anderson, 1998; Bates, Drits, & Ramirez, 2011; Borko & Mayfield, 1995; Christensen, 1988; Gelfuso & Dennis, 2014; Gray & Myers, 2018; Myers & Gray, 2017; Strieker, Shaheen, Hubbard, Digiovanni, & Lim, 2014; Valencia, Martin, Place, & Grossman, 2009).

In one such study, Valencia et al. (2009) examined coaching interactions and feedback provided by university supervisors to preservice teachers in literacy at the elementary and

secondary levels. Valencia et al. found the feedback the supervisors provided was primarily focused on classroom management and issues of general pedagogy, while subject-matter feedback was minimal, lacking in depth, and even “miseducative” in some instances (p. 317). These findings are similar to those from studies by Christensen (1988) and Borko and Mayfield (1995). In each of these studies, the lack of attention to subject matter was evident even though the supervisors held graduate degrees and had prior experiences as classroom teachers. In the Valencia et al. and Borko and Mayfield studies, subject-matter feedback was minimal even when the supervisors had experiences (e.g., observing university methods courses, teaching, or being enrolled in graduate programs) aligned with the content area in which they were coaching that provided opportunities to further strengthen their subject-matter and pedagogical content knowledge.

While Valencia et al. (2009) and others (Christensen, 1988; Borko & Mayfield, 1995) found minimal subject-matter feedback, some studies did report that supervisors provided some subject-matter feedback during conferences, although to varying degrees (Anderson, 1998; Gelfuso & Dennis, 2014; Gray & Myers, 2018; Myers & Gray, 2017; Strieker et al., 2014). For example, in part one of Gelfuso and Dennis's two-part self-study, the researchers provided subject-matter feedback, yet the feedback was either lengthy and not aligned with the preservice teachers' level of “theoretical understanding” (p. 6) or, similar to Borko and Mayfield and Valencia et al.'s findings, was lacking in specificity. Further, Gelfuso and Dennis noted the discussions did not remain centered on issues of subject matter as the preservice teachers shifted the conversations and often focused on classroom management, similar to Valencia et al. and Borko and Mayfield's findings, or mentor teacher relationships.

Looking across the studies, the most consistent finding was a paucity of subject-matter feedback. Subject-matter feedback is essential for supporting preservice teacher development and, ultimately, student learning. The lack of this type of feedback raises questions about the factors that may influence if, and to what extent, supervisors provide subject-matter feedback during post-observation conferences.

Factors that Shape Feedback and Discussion

The literature suggests three factors may be useful to examine for understanding what may shape the nature of feedback supervisors provide to preservice teachers during post-observation conferences: (1) supervisor subject-matter knowledge; (2) protocols used for observation and analysis of teaching; and (3) supervision practices.

Supervisor Subject-Matter and Pedagogical Content Knowledge

One factor the literature suggests may shape the nature of supervisor feedback is the supervisors' subject-matter knowledge. Across the studies, most of the supervisors had subject-matter expertise beyond that provided by general classroom teaching preparation and experience through enrollment in a graduate program, holding an advanced degree, or holding a dual role connected with the university-based methods courses. Yet, differences existed in the supervisors' level of involvement in the university-based methods courses and in the alignment between their subject-matter expertise and the content area in which they were coaching. Involvement in university-based methods courses through dual roles as instructors or graduate teaching assistants provides additional experience and expertise beyond what coaches typically may have experienced as elementary school teachers, which serves as an additional source of knowledge that may be brought to their work as supervisors. When the supervisors' subject-matter expertise is aligned with the area in which they are coaching, the supervisors may be further positioned to

draw on their expertise to provide subject-matter feedback that mediates connections between effective practice, coursework, and fieldwork.

In a few of the reviewed studies (Borko & Mayfield, 1995; Christensen, 1988; Valencia, et al., 2009), the supervisors held advanced degrees and had experience as classroom teachers, although their involvement in university-based methods courses was minimal or not noted. While experience as a classroom teacher may provide a general preparation for preservice teacher supervision, it does not necessarily align with expertise in a particular content area. Across these studies (Borko & Mayfield; Christensen; Valencia, et al.), the supervisors focused primarily on issues of general pedagogy and classroom management and there was minimal or no specific mention of subject-matter feedback. These findings included the Valencia et al. study, where the supervisors had greater alignment between their subject-matter expertise and content area of coaching assignment from prior literacy-specific teaching experiences and from observing the university-based literacy methods courses.

In other studies (Anderson, 1998; Gelfuso & Dennis, 2014; Gray & Myers, 2018; Myers & Gray, 2017), the supervisors had stronger alignment between their subject-matter expertise and the content area in which they were coaching, although varying degrees of involvement in the university-based methods courses. For example, some supervisors held dual roles as methods course instructors (Anderson; Gelfuso & Dennis) and some held dual roles as students in a graduate literacy program where they were positioned as literacy coaches in a reading clinic (Gray & Myers; Myers & Gray). Across these studies (Anderson; Gelfuso & Dennis; Gray & Myers; Myers & Gray), the findings evidenced that the supervisors provided some subject-matter feedback, yet more research is needed as the researchers did not examine the depth of the feedback. More research is also needed since some of the studies took place in reading clinics

instead of the elementary school setting (Gray & Myers; Myers & Gray), and since holding a dual role as a methods course instructor (Anderson; Gelfuso & Dennis) is less common in traditional, university-based teacher education programs where instructors and professors often have little time for the work of preservice teacher field supervision while balancing their workload of teaching, researching, and publishing responsibilities.

Observation and Evaluation Tools

Another factor the literature suggests may shape the nature of supervisor feedback is the protocol used for observation and analysis of teaching. Several studies (Borko & Mayfield, 1995; Gelfuso & Dennis, 2014; Valencia et al., 2009) have suggested that the use of an observation protocol during conferences may influence supervisor feedback. Borko and Mayfield, for example, found the protocol was very influential in shaping feedback and noted that supervisors were “more likely to elaborate on ratings or comments on the form than to introduce a new topic” (p. 510). In some instances, the studies (Borko and Mayfield; Valencia et al.) suggested that generic protocols intended to be used across content areas may have fostered an emphasis on issues of general pedagogy and classroom management instead of feedback focused on the teaching and learning of subject matter. In another study that evidenced the influential nature of the protocol, Gelfuso and Dennis noted a lack of attention to subject matter during preservice teacher reflection and, during the second part of their two-part study, added literacy content into a pre-conference protocol used to support preservice teacher reflection. The researchers found the addition of the literacy-specific content in the protocol increased the preservice teachers’ attention to subject matter, as well as opportunities for the supervisors to provide subject-matter feedback. These studies suggest the importance of further examining the role of observation protocols in shaping supervisor feedback during post-observation conferences.

Supervisor Practices

The literature also suggests that supervision practices may influence the nature of the feedback supervisors provide to preservice teachers during post-observation conferences. Across several studies (Anderson, 1998; Bates et al., 2011; Borko & Mayfield, 1995; Christensen, 1988; Gelfuso & Dennis, 2014; Gray & Myers, 2018; Myers & Gray, 2017; Strieker et al., 2014; Valencia et al., 2009), a variety of supervision practices were noted that may have shaped the post-observation conference discussion topics. In some studies (Borko & Mayfield; Christensen; Gelfuso & Dennis; Strieker et al.; Valencia et al.), the supervisors positioned the preservice teachers in ways that afforded them opportunities to direct conversations toward self-selected topics. In these studies, positioning the preservice teachers to lead shaped discussions as they often chose to focus on classroom management. In other studies (Anderson; Bates et al.; Borko & Mayfield; Valencia et al.), the researchers suggested that supervisors who perceived their primary role to be one of support and encouragement provided feedback that included an emphasis on praise, and noted this was seemingly in an effort to fulfill their role of support and build the confidence of the preservice teachers.

Other studies (Gray & Myers, 2018; Myers & Gray, 2017; Strieker et al., 2014) examined supervision practices and showed evidence of supervisors providing some subject-matter feedback during collaboration. While the studies included a focus on collaborative coaching, Gray and Myers additionally examined instructive coaching, while Strieker et al. examined collaboration within a co-teaching model that combined supervisors trained in instructional coaching. Gray and Myers noted the collaborative approach afforded greater opportunities for the supervisors to “learn and extend” the preservice teachers’ knowledge (p. 293). Additionally, Strieker et al. noted that the supervisors drew on their training in instructional coaching to

provide subject-matter feedback, even though subject matter was not a focus of the goals agreed upon by the preservice teacher and mentor teacher co-teaching teams. These studies suggest that supervision practices may shape the feedback supervisors provide during post-observation conferences, yet more research is needed since the extent and depth of the feedback was not examined.

Summary

Across the studies, the research suggests a paucity of subject-matter feedback provided by supervisors to preservice teachers during post-observation conferences and several factors that may influence the feedback. The research also suggests that when there is evidence of subject-matter feedback, the extent and depth has often not been examined. Given the importance of subject-matter feedback in supporting preservice teacher development and, ultimately, student learning, there is a need for further research focused on factors that may influence the feedback supervisors provide. The purpose of this dissertation is to examine the factors that may shape if, and to what extent, university supervisors provide subject-matter feedback to preservice teachers during post-observation conferences, as well as to examine if and how those factors interact to shape the feedback provided within one elementary teacher education program.

Methodology

This multiple-case study examines what influences if, and to what extent, university supervisors bring subject-matter knowledge to bear when providing feedback to preservice teachers during post-observation conferences. I begin by describing the unusual context in which this study is situated due to the COVID-19 pandemic. I then describe the multiple-case study design I implemented, the setting and participants, and the timeframe during which I collected the data. Next, I describe the data sources I selected, the accompanying rationale for each source, and the data I collected. In the analysis section, I describe how I analyzed the data to answer the research question.

Context for the Study

Data collection for this study occurred during an unusual moment in time: the COVID-19 pandemic. Beginning in March 2020, elements of the teaching, learning, and coaching contexts changed as elementary teacher education programs and partnering school districts shifted to remote teaching and learning due to the pandemic. The university transitioned its elementary teacher education program from in-person coursework to online synchronous courses, while the participating school districts moved to combinations of remote synchronous and asynchronous teaching and learning. Preservice teachers engaged in their field-placement responsibilities remotely, teaching through a variety of technologies and platforms instead of in a physical classroom. The work of preservice teacher supervision shifted as well, with university supervisors relying primarily on Zoom and Microsoft Teams technology for coaching interactions, observations, and post-observation conferences. By April 2021, just prior to the beginning of data collection, many school districts began to transition back to in-person teaching and learning while simultaneously designating some classrooms to remain remote through the

end of the school year. Yet, university supervision remained primarily remote during the transition since district COVID-19 protocols generally prohibited visitors, including university supervisors, from entering elementary school buildings.

Several considerations made Spring 2021 advantageous for data collection. First, spring quarter is the final quarter in the teacher education program. By spring quarter, the university supervisors and preservice teachers have engaged in four formal observation cycles and have established a relationship, with supervisors taking on roles of both support and evaluation. Familiarity with the observation and debriefing processes may have facilitated more time for conversations and feedback since less time was needed for working through the protocol and explaining the evaluative indicators. Further, a trusting relationship may have impacted the types of feedback university supervisors provided, as well as how receptive the preservice teachers were to the feedback. Second, preservice teachers were in their placements, full-time, and had completed all content area methods courses. They were required to engage in the full cycle of planning, teaching, assessing, and analyzing assessment data to plan for future instruction which may have afforded more opportunity for deeper subject-matter discussions. Finally, Spring 2021 and the presence of the pandemic provided a unique opportunity to study the observation and feedback cycle under remote conditions. All the preservice teachers participating in this study had been teaching students remotely and had been supervised remotely by their university supervisors. This unique remote context represents a new form of teaching and of learning to teach, one that may find its way into the future of teacher preparation.

In sum, I describe in the following sections the study design, the data collection I completed during the Spring 2021, and my data analysis and interpretation to answer the research question.

Positionality

It is important to note my researcher positionality, including the overlapping roles I held as a researcher, university supervisor, and literacy methods teaching assistant prior to and during the research study, and to remain aware of potential unintentional biases and influences within the research study related to my overlapping roles. In the two quarters (2020 autumn quarter and 2021 winter quarter) leading up to data collection, I was in my fifth year in the roles of university supervisor and literacy methods teaching assistant for the teacher education program in the study. My positions as a university supervisor and literacy methods teaching assistant within the teacher education program in the study are important considerations, given that I was studying the interactions of my fellow university supervisors and the preservice teachers with whom they worked. Additionally, one of the preservice teachers that participated in the study was enrolled in the sections of the methods courses where I was a teaching assistant during the 2020 autumn and 2021 winter quarters.

An affordance of my positions as a university supervisor and a teaching assistant within the teacher education program in the study includes already having established professional relationships with the supervisors and one of the preservice teachers. The established relationships and accompanying levels of trust could have potentially increased the participants' comfort levels in sharing more information than they might otherwise have shared during the interviews. Further, my university supervisor and teaching assistant positions provided me with insider knowledge of the teacher education program, the responsibilities of university supervisors within the program, the content of the literacy methods courses, as well as overviews of additional courses in the program that were shared during supervisor meetings.

It is also important to note potential constraints to the multiple roles I held. It is possible that, due to the established relationships, the participants could have felt more pressure and could have been less comfortable during the observations and interviews due to my overlapping roles. For the preservice teachers, there was a power differential between the roles I held and the role of preservice teacher, even though I was not a university supervisor to the preservice teachers and I did not actively hold the role of teaching assistant at the time of data collection. The power differential is especially important to consider for the preservice teacher who was a student in the literacy courses where I was a teaching assistant prior to data collection. For my fellow university supervisors, it is additionally important to consider the established relationships. It is possible the university supervisors could have assumed I knew their experiences from also being a supervisor, which made it important to be clear in my interview communications when asking about their experiences and to ask specific follow up questions instead of making assumptions about their experiences based on my own experiences as a supervisor. Additionally, the supervisors' positions as doctoral students engaged in their own research studies and their potential assumptions about the details of this study given their knowledge of my interests and roles could have impacted data collection. For example, one supervisor noted, "I would have liked to go a little bit beyond this structure, but also wanted to give you your data, too" (Maiya-S, interview-L, June 8, 2021).

Design

This research study was situated in a four-quarter Master's in Teaching and initial teacher certification program at Springridge University that included a field-based practicum and supervision during autumn, winter, and spring quarter. During the 2020-2021 academic year (the time of data collection), the program's courses and practica were mostly remote, with some

preservice teachers transitioning to hybrid models during the final quarter. All preservice teachers engaged in remote coursework during the first three quarters of the program focused on developing and deepening their understandings of subject-matter knowledge and pedagogical content knowledge across the content areas, theories of teaching and learning, and engaging in the process of reflection, with an overarching programmatic focus on issues of equity and social justice. The teacher education program's website indicates priorities as: "a program-wide focus on issues of equity and academic excellence," with graduates entering the teaching field "with deep content knowledge in the entire elementary curriculum and the ability to differentiate learning for the students in their classrooms." During the final quarter of the program, preservice teachers were engaged in full-time student teaching. As noted above, both preservice teachers in this study taught remotely for each of the program experiences and had been supervised remotely.

I used a qualitative multiple-case study design, comprised of two cases, or "bounded systems" (Merriam & Tisdell, 2016, p. 40). This design allowed for in-depth examination and thick description of the feedback provided during coaching interactions between university supervisors and preservice teachers in the "real-world context" of remote post-observation conferences that followed preservice teachers' lessons in an online environment (Yin, 2018, p. 15). While many studies attend to the feedback that university supervisors provide preservice teachers, few studies attend to actual practice, as opposed to reports of practice, during post-observation conferences. This is an important distinction as observations of actual practice may provide richer data focused on the interactions between supervisors and preservice teachers, which may not be afforded through reports of practice. A case study design allowed for analysis of the interactions and feedback provided by the supervisors and was significant for

understanding the factors that had the potential to influence the content and depth of university supervisor feedback, including if, and to what extent, subject-matter feedback was provided.

Each bounded system consisted of a dyad comprised of one university supervisor and one preservice teacher (Merriam & Tisdell, 2016). The dyad defined each case, as the research question seeks to understand what influences if, and to what extent, supervisors bring subject-matter knowledge to bear when providing feedback to preservice teachers. The design consisted of two units of analysis within each dyad: a literacy lesson and a non-literacy lesson. The data sources for each unit of analysis included: observation of a lesson enactment, observation of a post-observation conference, separate interviews with the supervisor and preservice teacher following the post-observation conference, observation protocol used by the supervisor and preservice teacher during the post-observation conference, and field notes taken during the observation, post-observation conference, and interviews. This design allowed for data analysis of interactions and feedback provided by the university supervisors across two content areas. Literacy was selected as a common content-area to observe for each case for two reasons. First, the preservice teachers were required by the teacher education program to have a formal literacy observation during spring quarter, which provided a common content-area across cases. Second, I held a dual role as a literacy methods course teaching assistant and have a deep understanding of the methods course content and assignments that I could draw on during data analysis.

Participant and School Selection

I used purposeful sampling to select the participants and classrooms. I began by purposefully selecting university supervisors, then classrooms, and finally preservice teachers. I detail my selection process and description of each of these below.

University Supervisors

I began participant selection by purposefully selecting the university supervisors. I began with the supervisors because it was important to ensure the supervisors had experience as teaching assistants for the university-based literacy methods courses to provide a background in literacy. The teacher education program employed 14 university-based supervisors during the 2020-2021 academic year. To begin, I selected supervisors based on the following criteria: (a) involvement in one or more of the university literacy methods courses as a teaching assistant during the current or previous academic year (to ensure the supervisors had knowledge of the literacy methods course content that the preservice teachers learned and to deepen the supervisors' subject-matter knowledge gained from being in a teaching position at this level); (b) prior teaching experience at the elementary school level, (c) supporting preservice teachers who provided instruction and engaged in coaching conversations primarily in English, and (d) conducted all observations and debriefings remotely (Merriam & Tisdell, 2016). The criteria identified two university supervisors.

Kellie. At the time of data collection, Kellie was a doctoral student who held dual roles as a teaching assistant for the three-course literacy methods sequence and as a university-based supervisor to six preservice teachers enrolled in the university's elementary teacher education program. Holding a dual role as a teaching assistant for the full three-course literacy methods sequence had affordances for this study, including increased opportunities for deepening the supervisor's subject-matter knowledge in literacy gained through teaching course content, grading, and providing feedback on course assignments, as well as gaining knowledge of the scope and sequence of course objectives and content that the preservice teachers learned across the three courses that had the potential to be enacted at their field placements. This is important to examine in this study as developing deeper subject-matter knowledge and building an

understanding of preservice teacher learning in the content areas may afford greater opportunities for bringing subject-matter discussions into post-observation conferences to support preservice teacher development. Further, holding a dual role as a literacy methods course teaching assistant across the full three-course sequence may have provided increased opportunities for building a deeper relationship with the preservice teacher who was partnered with Kellie.

Kellie also met the criterion for prior teaching at the elementary school level. Kellie taught English Language Arts at the elementary school level internationally for one year and held a position as a second-grade classroom teacher in the United States for one year that departmentalized instruction, with Kellie teaching mathematics and writing. Kellie also student taught in a first- and second-grade multi-age classroom and engaged in practicum experiences in grades K-6 connected with coursework while earning an undergraduate degree and initial teacher certification in elementary education.

Kellie brought additional expertise in literacy to her role as a university supervisor, as well, through subject-matter knowledge that is beyond that of a typical elementary school classroom teacher. Kellie brought experiences teaching English Language Arts in an international K-6 gifted program and experiences as an elementary school English Language Instructional Coach providing small group instruction across the content areas, including literacy, to her role as a supervisor. Kellie's subject-matter knowledge in literacy was also deepened through engaging in graduate coursework as a doctoral student in a program focused on language, literacy, and cultural studies.

In addition to Kellie's experiences teaching literacy, Kellie also brought additional teaching and leadership experiences in education to her role as a university supervisor. Kellie taught history at the high school level internationally, as well as held a math specialist role in a

Title I school in the United States. Further, Kellie was positioned as a leader in her role as an English Language Instructional Coach when collaborating with administrators, teachers, and paraprofessionals to oversee, support, and plan instruction for multilingual learners. Kellie also brought positive experiences with mentors and her identity as an immigrant student to her role as a university supervisor. Additionally, Kellie's research in her doctoral program centered around identity and Marcia, the preservice teacher Kellie supervised in the study, participated in Kellie's identity-focused research study. Kellie's experiences are important to this study as they may provide subject-matter knowledge and social justice and equity knowledge that Kellie could have potentially drawn on during post-observation conferences.

Maiya. At the time of data collection, Maiya was a doctoral student who held a dual role as a university supervisor to six preservice teachers, as well as roles as a teaching assistant and a co-instructor for courses focused on culturally responsive teaching, linguistic diversity, and challenges of teaching. Further, Maiya held the role of racial caucusing group leader for one of the teacher education program's racial caucusing groups, and Daren, the preservice teacher Maiya was partnered with in this study, was in the same caucusing group. This shared experience suggests Maiya's commitment to social justice and equity and may have also provided additional opportunities for relationship building with Daren.

Additionally, Maiya met the participant criterion for involvement in one of the university-based literacy methods courses when she held a position as a literacy methods course teaching assistant for the autumn quarter course. Holding a dual role as a teaching assistant for the literacy methods course had affordances for this study, including providing opportunities for deepening the supervisor's subject-matter knowledge in literacy, gaining knowledge of the course objectives and literacy content that the preservice teachers learned, and experiencing a variety of

pedagogies for teaching the literacy content. Maiya was also enrolled in a doctoral program focused on language, literacy, and culture. Maiya's graduate coursework and experience as a literacy methods teaching assistant provided additional literacy expertise beyond that of a typical elementary school classroom teacher.

Maiya also met the criterion for prior teaching experience at the elementary school level through her experiences as a fourth-grade classroom teacher for three years. Maiya taught all content areas during the first year and then taught English Language Arts the next two years, following a school decision to departmentalize instruction at the fourth-grade level. While teaching fourth-grade English Language Arts, Maiya also provided small group mathematics instruction to support language learners through the school's Response to Intervention program.

Maiya brought further teaching and leadership experiences to her role as a university supervisor through additional positions held at the university as a teaching assistant. Maiya held the role of a teaching assistant for a course focused on the purposes of education and the role of schools. Through this role, Maiya engaged in collaborative planning, facilitating, and grading, which provided Maiya with knowledge of the course content, objectives, and assignments. Maiya also brought experiences as a teaching assistant for courses focused on supporting English Language Learners. Maiya's experiences in a variety of roles connected with university courses and coursework, as well as experience as a classroom teacher, may have provided subject-matter knowledge that Maiya could have potentially drawn on during post-observation conferences and are therefore important considerations for this study.

Classrooms and Schools

After supervisor selection, I used purposeful sampling to identify classrooms partnered with the participating supervisors that were designated as remote teaching and learning contexts

for the 2020-2021 academic year. The two supervisors were partnered with six preservice teachers each in a total of five elementary schools within four school districts. First, I used purposeful sampling to identify classrooms hosting a preservice teacher that were designated as remote teaching and learning contexts for the 2020-2021 academic year. I identified three classrooms that met this criterion: one classroom where the preservice teacher was partnered with Maiya and two classrooms where the preservice teachers were partnered with Kellie. Looking across the three classrooms, I used purposeful sampling to select classrooms for participation that were in two different middle-elementary grades, which resulted in one second-grade classroom with a preservice teacher partnered with Maiya and one third-grade classroom with a preservice teacher partnered with Kellie. Selecting classrooms close in grade level was important to narrow the range of literacy skills and strategies the preservice teachers would be teaching.

Grandover Elementary School, Grade 3 Classroom. Grandover Elementary School is a PK-5 Title I elementary school located in a diverse, suburban community within a large, suburban school district. It had 466 students enrolled during the 2020-2021 school year with demographic data showing a diverse student population: 51.5% Hispanic/Latino, 14.6% White, 12% Asian, 10.1% two or more races, 9.7% Black/African American, and 1.7% Native Hawaiian/Other Pacific Islander, with 47.4% of the student population English Language Learners (Washington Office of Superintendent of Public Instruction, n.d.). Further, 60.9% of students qualified for free and reduced-price lunch (Washington Office of Superintendent of Public Instruction, n.d.). During the 2020-2021 academic year, one preservice teacher was placed at Grandover Elementary School for the teacher education program's field-based component.

Wendover Elementary School, Grade 2 Classroom. Wendover Elementary School is a K-5 elementary school located in a diverse, urban community within a large, urban school district. Wendover Elementary School had 378 students enrolled during the 2020-2021 school year with demographic data showing a diverse student population: 43.1% Asian, 33.9% White, 10.3% two or more races, 8.2% Hispanic/Latino, and 4.5% Black/African American, with 22% of the student population English Language Learners (Washington Office of Superintendent of Public Instruction, n.d.). Further, 17.2% of students qualified for free and reduced-price lunch (Washington Office of Superintendent of Public Instruction, n.d.). During the 2020-2021 academic year, five preservice teachers were placed at Wendover Elementary School for the teacher education program's field-based component.

While the study was situated within two school districts due to convenience sampling, there are potential affordances here, as well. School districts' curriculum choices and resources impact the types of lessons the preservice teachers teach and, subsequently, the types of lessons the university supervisors are able to observe. Situating the study within two different districts increased the potential for variation in several factors that could impact the types of lessons that are being taught and observed. These factors may include the technologies and platforms used for synchronous remote teaching and learning, the affordances and constraints of the technologies and virtual platforms on instructional practices within this context, district-adopted curriculums, as well as the fidelity with which the district requires teachers to follow adopted curriculums within the online context.

Preservice Teachers

After classroom selection, I used purposeful sampling to confirm that the preservice teachers in the selected classrooms met the following criteria: (a) each preservice teacher was

teaching in an online context for the entirety of the 2020-2021 academic year, (b) each preservice teacher would be observed teaching a literacy lesson for a formal observation by the university supervisor during the Spring 2021 academic quarter, (c) each preservice teacher would be observed teaching a non-literacy lesson during the Spring 2021 academic quarter, which would allow for examining feedback on lessons targeting different subject-matter content, and (d) each preservice teacher was placed in middle-elementary grade placements, since early emergent and emergent literacy instruction differs from literacy instruction for early fluent and fluent readers. The preservice teachers in the selected classroom placements met the criteria and agreed to participate.

Marcia. Marcia was one of six preservice teachers partnered with Kellie and was the only preservice teacher placed at Grandover Elementary School for a field-based practicum during the 2020-2021 academic year. Marcia began the academic year in a placement at a different school and transitioned to Grandover during the beginning of autumn quarter. Marcia's third-grade classroom engaged in remote teaching and learning for the entirety of the 2020-2021 school year.

Daren. Daren was one of five preservice teachers placed at Wendover Elementary School for the teacher education program's field-based practicum. Daren's second-grade classroom was the only field-based practicum placement at Wendover Elementary School that engaged in remote teaching and learning for duration of the 2020-20021 school year.

Data Collection

I collected data during May 2021 and June 2021. The data I collected consisted of: (1) observations of lesson enactments and post-observation conferences; (2) initial interviews with the university supervisors prior to observing lesson enactments or post-observation conferences,

interviews with the university supervisors following each post-observation conference, interviews with the preservice teachers following each post-observation conference; and (3) artifacts, including field notes taken during interviews, lesson enactments, and post-observation conferences and observation protocols (Merriam & Tisdell, 2016; Yin, 2018). See Table 1.

Table 1

Data Collection Timeframe

| Timeframe | Maiya (S)/Daren (PST) | Timeframe | Kellie (S)/Marcia (PST) |
|-----------|---|-----------|---|
| May 2021 | Initial Supervisor Interview (see Appendix A) | May 2021 | Initial Supervisor Interview (see Appendix A) |
| May 2021 | Observation (Numeracy) | May 2021 | Observation (Literacy) |
| May 2021 | Post-Observation Conference (Numeracy) | May 2021 | Post-Observation Conference (Literacy) |
| May 2021 | Post-Conference Interview with PST (Numeracy) (see Appendix C) | May 2021 | Post-Conference Interview with PST (Literacy) (see Appendix C) |
| May 2021 | Post-Conference Interview with Supervisor (Numeracy) (see Appendix B) | May 2021 | Post-Conference Interview with Supervisor (Literacy) (see Appendix B) |
| June 2021 | Observation (Literacy) | May 2021 | Observation (Science) |
| June 2021 | Post-Observation Conference (Literacy) | May 2021 | Post-Observation Conference (Science) |
| June 2021 | Post-Conference Interview with PST (Literacy) (see Appendix D) | May 2021 | Post-Conference Interview with PST (Science) (see Appendix D) |
| June 2021 | Post-Conference Interview with Supervisor (Literacy) (see Appendix B) | June 2021 | Post-Conference Interview with Supervisor (Science) (see Appendix B) |

Observations

During May 2021 and June 2021, I observed each university supervisor and preservice teacher dyad during one literacy and one non-literacy lesson enactment, as well as during the subsequent post-observation conferences. This resulted in two observations of lesson enactments and two observations of post-observation conferences for each dyad, or case. All observations occurred online using Zoom and Microsoft Teams technology, given the unique remote teaching,

learning, and supervision contexts during the COVID-19 pandemic. I took on the role of “observer as participant” for all observations (Merriam & Tisdell, 2016, p. 144), which allowed me to “observe and interact closely” with the participants to gain an in-depth understanding of the lesson enactments and the interactions and feedback provided during the post-observation conferences without participating in the observed events (Merriam & Tisdell, 2016, p.145). To minimize my presence during all observations, I had my Zoom or Microsoft Teams camera turned off.

Lesson Enactments. I observed the preservice teachers’ lesson enactments to gain an understanding of the context of the lessons, including the online learning environment, the subject-matter content, the preservice teacher and student actions and interactions, instructional strategies and pedagogies, and classroom management. Background knowledge of the lessons’ contextual factors was significant for situating and understanding the post-observation conference discussions and feedback. I did not video-record the lesson enactments since my research questions were focused on deeply examining the interactions and feedback provided during the post-observation conferences. Additionally, I did not have permission from the school districts or the students’ families to video-record the online classroom sessions. I took written field notes during the observations since I did not video-record the lesson enactments.

Post-Observation Conferences. The data from the post-observation conferences was significant for examining the feedback provided by the university supervisors, the interactions between the university supervisor and the preservice teacher in each dyad, if, and to what extent, the supervisors brought subject-matter knowledge to bear when providing feedback, and if this was consistent across content areas. Examining the types of feedback provided during the post-observation conferences was important for developing an understanding of if, and to what extent,

subject-matter knowledge shaped the feedback the supervisors provided. Involvement in the university literacy methods courses as a teaching assistant provided the supervisors with subject-matter knowledge beyond that gained from experiences as an elementary school classroom teacher. It was important to attend to if the feedback provided was general pedagogical feedback or subject-matter specific feedback that drew on the supervisors' content area expertise, if the feedback connected to course content, as well as if the degree of subject-matter specificity was consistent across the literacy and non-literacy lessons. It was also important to examine the interactions that occurred when feedback was provided, how the preservice teachers responded to the feedback, if tensions arose, what occurred in moments of tension, and if this was consistent across different types of feedback. These factors were important to examine to understand what may influence the extent to which supervisors were able to engage in deep subject-matter discussions that had the potential to support preservice teacher learning. Additionally, examining the interactions was important for understanding factors that may influence the content of the discussions in which the university supervisors and preservice teachers engaged. For example, examining if, and to what extent, the conference was guided by the supervisor, the preservice teacher's reflections, or the university's observation protocol. I transcribed the recordings and used the transcripts for analysis.

Interviews

I conducted semi-structured interviews with the participants to learn their perspectives, rationales, goals, and additional information that was significant for informing my understanding of the research questions yet was not evident through the observations (Patton, 2003). As Yin (2018) states, interviews allow the researcher to "capture an interviewee's own sense of reality and its meaning" (p. 120). Semi-structured interviews allowed me to be responsive in the

moment and to “respond to...the emerging worldview of the respondent...and to new ideas on the topic” that were related to the research questions (Merriam & Tisdell, 2016, p. 111). I used predetermined questions to flexibly guide the interviews and to allow for slightly different language and differing question orders based on the participants’ responses (Merriam & Tisdell, 2016). The university supervisors each engaged in one initial interview before I observed the lesson enactments (see Appendix A). Then, after each post-observation conference, I interviewed each supervisor (see Appendix B) and each preservice teacher (see Appendix C) separately. I slightly modified the interview protocol for the preservice teacher interviews following the second post-observation conferences to connect to the prior interview experience (see Appendix D). I conducted the interviews remotely and video-recorded the interviews using Zoom technology to ensure “that everything said is preserved” (Merriam & Tisdell, 2016, p. 131). I transcribed the interviews and used the transcripts for data analysis.

Initial Interviews. I conducted one semi-structured initial interview with each university supervisor at the beginning of the study prior to observing lesson enactments (see Appendix A). The initial supervisor interview was significant for learning about the supervisor’s background experiences in the field of education, areas of subject-matter knowledge, preparation for and self-perceptions related to coaching preservice teachers, as well as for gaining an understanding of the supervision context and prior coaching interactions and relationships with the preservice teachers in the study. The information learned during the initial interview was important for understanding the experiences and expertise that the supervisors could potentially draw on when engaging in post-observation conferences and providing feedback.

Interviews Following Post-Observation Conferences. Following each post-observation conference, I interviewed the university supervisor and the preservice teacher separately for a

total of four post-observation conference interviews with the supervisors (two with each supervisor) and four post-observation conference interviews with the preservice teachers (two with each preservice teacher).

During the interviews following the post-observation conferences with the supervisors (see Appendix B), I focused on the supervisors' noticings during the observations, goals for the post-observation conferences, perceptions of the degree to which the goals were achieved, perceptions of the preservice teachers' goals, moments that may have supported preservice teacher learning or moments that were challenging, and what the supervisors thought the preservice teachers took away from the conference. Analyzing the semi-structured interviews supported my understanding of what the supervisors noticed or attended to during the observations, what influenced whether, and to what extent, the supervisors brought their noticings into the post-observation conferences, as well as the supervisors' perspectives and experiences during the conferences. Understanding these components and the university supervisors' decision making was significant during data analysis for deeply understanding what may have influenced if, and to what extent, the university supervisors brought subject-matter knowledge to bear when providing feedback. I also examined if this was consistent across the literacy and non-literacy observations within each case and across the cases.

Similarly, during the post-observation interviews with the preservice teachers, I focused on understanding the preservice teachers' experiences, perceptions, and takeaways from the post-observation conferences (see Appendix C and Appendix D). I provided space for the preservice teachers to discuss the lessons I observed to gain insight into anything the preservice teachers wanted to discuss further, as well as to learn if there were topics the preservice teachers intentionally did not bring into the post-observation conferences and what influenced those

decisions. I also sought to understand the preservice teachers' perspectives on the debrief, their relationships with the university supervisors, and if the post-observation conferences I observed were typical. As with the university supervisors' interviews, I also sought to understand the preservice teachers' goals for the conferences, perceptions of the degree to which the goals were achieved, perceptions of the university supervisors' goals, as well as moments that the preservice teachers perceived as valuable or challenging. Understanding the preservice teachers' goals was important during data analysis for understanding what may have influenced the interactions and feedback provided by the supervisors. Additionally, understanding the moments that the preservice teachers viewed as valuable could support a deeper understanding of the preservice teachers' takeaways from the feedback they received.

Artifacts

I collected several artifacts during data collection (May 2021 and June 2021). The artifacts included the university observation protocols from the post-observation conferences and field notes that I wrote while observing the lesson enactments and post-observation conferences and during the interviews with the supervisors and preservice teachers. I elaborate on the artifacts below.

Observation Protocol. The teacher education program required the supervisors to use a university-based observation protocol (see Appendix E) to document and evaluate formal observations, as well as to support preservice teacher reflection during post-observation conferences.

The observation protocol is a material tool comprised of four sections: (1) planning; (2) observation notes; (3) learning progressions used for evaluation that are aligned with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards for Learning

Environment, Content Knowledge, Application of Content, Instructional Strategies, and Assessment; and (4) debrief topics comprised of four general prompts focused on successes, challenges, feedback, and considerations for future instruction, as well as two topics focused on issues of social justice and equity. While the teacher education program required supervisors to complete the sections of the protocol and while the protocol provided a general guide for the conferences, the program offered flexibility in how supervisors used it.

The protocol has the two primary program priorities (social justice and subject matter) embedded in it. Within the learning progressions, the subject-matter priority is reflected in the Content Knowledge, Application of Content, and Instructional Strategy standards, while the social justice and equity priority is represented through a focus on linguistically and culturally responsive practices, positioning students' knowledges as assets, and presenting diverse perspectives to support student learning. Within the debrief topics, the four general prompts afford potential opportunities for subject-matter discussion while two topics directly reflect the program's social justice priority.

I primarily focused data collection on the learning progressions (see Appendix E, Part 3: Learning Progressions) and debrief topics (see Appendix E, Part 4: Observation Debrief), as well as the conference discussions around them. Examining the supervisors' use of the protocol was important during data analysis since similar types of forms have been noted by researchers to potentially impact and/or guide post-observation conversations (Borko & Mayfield, 1995; Gelfuso & Dennis, 2014; Valencia et al., 2009). Additionally, examining the scored learning progressions was important for understanding the supervisors' evaluations of the preservice teachers' proficiency levels within each standard and for analyzing alignment between the evaluation and the feedback.

Field Notes. During data collection, I took field notes while observing the lesson enactments and the post-observation conferences, as well as during the interviews. During lesson enactment observations, I wrote field notes to remember the components of the observed lesson so that I could refer to the notes, if needed, while observing the post-observation conference discussions of the lesson enactments. During the post-observation conference observations, I took field notes to have a written record of salient moments that I wanted to reference during the interviews with the supervisors or preservice teachers. Since some of the interviews immediately followed the post-observation conferences, I had little time to prepare for the interviews and I wanted to have a record of salient moments. Finally, the field notes that I took during the interviews included references to interviewee's comments that I wanted to go back to at a later point in the interview to ask more about or to ask for clarification without interrupting the flow of the interview and without interrupting the interviewee while speaking.

Data Analysis

I analyzed the data through within-case analysis and then by using the data from the within-case analysis to look across the cases (Merriam & Tisdell, 2016). Data analysis was “inductive and comparative” for both phases of analysis (Merriam & Tisdell, 2016, p. 201).

Within-case analysis was significant for developing a deep understanding of each bounded case (each supervisor and preservice teacher dyad) and “the contextual variables that might have a bearing on the case” (Merriam & Tisdell, 2016, p. 234). Within-case analysis began with reading the transcripts of the initial supervisor interviews, post-observation conferences, and post-conference supervisor and preservice teacher interviews collected for each case. I then moved to open coding and began with the literacy data set from Case B (Kellie and Marcia) before progressing to a portion of Case A (Maiya and Daren). I recorded notes on the transcripts I

open coded next to information that appeared “potentially relevant” to the research question (Merriam & Tisdell, 2016, p. 204). The initial notes were both descriptive and inductive in that they were derived from the data and began the process of moving toward “abstract categories and concepts” (Merriam & Tisdell, 2016, p. 19). Open coding was critical to the inductive analysis of the data as open coding allowed me to “be as expansive as” necessary “in identifying any segment of data that *might* be useful” (Merriam & Tisdell, 2016, p. 204). It also allowed me to consider “all analytic possibilities” (Emerson, Fretz, & Shaw, 2011, p. 175). I compared the open codes, looking for patterns as well as inconsistencies, and engaged in “analytical coding” (Merriam & Tisdell, 2016, p. 206).

I used analytical coding to move from the open codes to more organized and “thematic categories” or groups to describe the supervisors’ interactions and feedback during the post-observation conferences (Emerson et al., 2011, p. 189). During analytical coding, I revisited and revised the categories as needed, including adding sub-categories, to accurately represent the emerging patterns in the data. After I developed initial categories and sub-categories, I moved to using the Dedoose application for efficiency. I created “parent codes” for the categories and “child codes” for the sub-categories. I coded the initial supervisor interview, post-observation conference, and post-conference interview with the supervisor and with the preservice teacher data for each observation cycle (literacy and non-literacy) within each case (14 transcripts total). As I coded the data in Dedoose, I revised the codes as needed. As an example, I revised a “subject-matter feedback” code to “subject-matter discussion topic” to represent discussion interactions between the supervisor and preservice teacher instead of focusing only on the supervisor’s feedback in the data segment. I also added codes, as needed, to represent the

patterns in the data and support data analysis. For example, I added codes for “initiated” and “responded” to support understanding of the topics each participant initiated.

While the process was iterative, I was intentional in the initial order in which I analyzed the data. I used Dedoose to code the initial supervisor interview data first. These data provided context for examining the research question. I then coded the post-observation conference data. These data were central to the study in that they provided data most directly related to the research question focused on the interactions and the feedback provided during the post-observation conferences. Following that, I coded the data from the supervisor and preservice teacher interviews that occurred after the post-observation conferences, which served to extend and deepen my understandings of the interactions and feedback provided during the post-observation conferences and were a source of triangulation between what was observed in the post-observation conferences and what was communicated during the interviews (Merriam & Tisdell, 2016). I coded the data in this manner for each case and for each observation cycle (literacy and non-literacy) within each case.

Coding the data allowed me to see patterns and themes across the observation cycles (literacy and non-literacy) within each case. I created a data matrix (Miles & Huberman, 1994) for each observation cycle (literacy and non-literacy) followed by one for each case to support within-case data analysis, as I explain below. The Observation Cycle Matrix (see excerpt in Appendix F) included a column for potential factors that might have shaped the debrief interactions and feedback based on the patterns and themes in the data, as well as columns for data related to the factors for the supervisor and the preservice teacher across the data sources. The Observation Cycle Matrices were significant for looking across the data sets within each case, identifying within-case patterns and themes, and triangulating the data across data sources.

After analyzing each observation cycle within a case, I moved to similarly analyzing the data across the observation cycles (literacy and non-literacy) for each case using a Within-Case Matrix (see excerpt in Appendix G). The Within-Case Matrices similarly included a column for potential factors but differed in that the additional two columns organized the data from each observation cycle (literacy and non-literacy). The matrix allowed me to identify emerging patterns, as well as to condense and reduce the data. I used the matrices to analyze the data within each case and to develop findings from the themes that went across the data sources and observation cycles. I then created a Findings Matrix (see excerpt in Appendix H) for each case with a column for the finding and columns for data to support each finding. I looked across the Within-Case Matrices and the Findings Matrices as I compared across cases.

Data Trustworthiness

Data trustworthiness is supported through the study's design, thick description, data triangulation, and consulting with my advisors during data analysis. I used a qualitative multiple-case study design, comprised of two cases, which allowed for in-depth examination and thick description of each case and comparison across cases during data analysis. I collected data from multiple sources, including observations, interviews, and artifacts (see Table 1) and triangulated the data during data analysis. I also consulted with my advisors during data analysis to seek their perspectives and feedback on my analyses and interpretations of the data reported in the findings.

Findings: Maiya and Daren

In this chapter, I present the findings for the first case: Maiya (university supervisor) and Daren (preservice teacher). For this section, I analyzed a literacy post-observation conference and a numeracy post-observation conference. Below, I provide a brief contextual overview for each post-observation conference followed by similarities across the two conferences, weaving in data from observations, interviews, and artifacts.

Context and Process of Numeracy Post-Observation Conference

Maiya and Daren engaged in the numeracy post-observation conference in May 2021 during Daren's last month of student teaching. The conference, which was Daren's first formal observation for spring quarter, was centered around a second-grade whole-group introductory mathematics lesson on arrays. Daren was the lead teacher, took on the dual role of substitute teacher, and did not have additional support from an instructional assistant who was usually present during mathematics lessons. Prior to the lesson, Daren emailed Maiya two areas to focus on in his teaching practice: talk moves and classroom management. Classroom management was a continued area of focus from prior observations in which he used the online learning platform's mute feature to manage student participation. However, he expressed a desire to be more proactive with setting expectations and having the students take more responsibility for their behavior. Classroom management was also an area of tension between Daren and his mentor teacher that Maiya and Daren had discussed during earlier conferences. Maiya shared that Daren's mentor teacher would "step in" during behavior management issues, whereas Daren preferred to navigate the moments on his own and receive feedback from his mentor teacher following the lesson (Maiya, interview-L, June 8, 2021). During the conference, Daren told Maiya that he asked his mentor teacher to text him feedback in the moment instead of stepping in

and noted their relationship had improved. In addition to these foci, Maiya also went into the observation with curiosity around the students' grammatical understanding of using the word "arrays" in a sentence, as well as the students' understanding of the meaning of the word "arrays" as a mathematics concept. As Maiya stated, "this is the introduction lesson...focusing on language use, presenting to the students this very specific thing in math and then having students understand how to use the word and then understanding what it actually means" (Maiya-S, interview-NL, May 25, 2021). Additional foci for Maiya included attention to Daren's remote teaching context and his comfort level during teaching, which were ongoing foci from previous quarters. The lesson observation occurred remotely using Microsoft Teams technology and the post-observation conference occurred remotely using Zoom technology, given the unique teaching, learning, and supervision contexts during the COVID-19 pandemic.

Context and Process of Literacy Post-Observation Conference

Maiya and Daren engaged in the literacy post-observation conference in June 2021 during Daren's last month of student teaching. The conference, which was Daren's third formal observation for spring quarter, was focused on a second-grade whole-group reading comprehension strategy lesson on cause and effect. The lesson was the second in a series of three lessons focused on the objective. Daren asked Maiya to watch for his use of talk moves and language supports during the observation. Both foci carried over from previous observations and were goals that Daren had set for himself. Daren noted in an interview that facilitating talk moves was a challenge for him during winter quarter and he asked Maiya to attend to his use of talk moves during the observation. He set primary language inclusion as a goal after noting that the related learning progression was added to the protocol for spring quarter and that he did not "give a lot of attention to" it during the numeracy observation (Daren-PST, interview-L, June 4,

2021. Daren's language goal also aligned with Maiya's social justice and equity interests focused on supporting multilingual learners.

In addition to attending to Daren's goals, Maiya noted that she also attended to the alignment between the literacy standards and Daren's instruction as she observed the lesson enactment. Maiya's focus was prompted by Daren sharing that he received feedback on alignment between the standards and instruction following a principal observation and it was an area for growth. Daren received feedback from the principal to focus more on one of the grade level literacy standards. According to Maiya, the principal provided feedback "to stay close to the standards and make that known to everyone in the room," which influenced Maiya's decision to attend to that alignment during Daren's formal observation (Maiya-S, interview-L, June 8, 2021). The lesson observation occurred remotely using Microsoft Teams technology and the post-observation conference occurred remotely using Zoom technology, given the unique teaching, learning, and supervision contexts during the COVID-19 pandemic.

Similarities Across Numeracy and Literacy Post-Observation Conferences

Across the literacy and numeracy post-observation conferences, the data highlight the complexity of preservice teacher supervision and the role that multiple factors may play in shaping the nature of the feedback supervisors provide to preservice teachers. These factors include: the observation protocol, the supervisor's approach to supervision, and the supervisor's experiences and interests.

Observation Protocol Reflected Program Priorities and Shaped Conference Discussions

The teacher education program's observation protocol (see Appendix E) is a material tool used for evaluation and supporting preservice teacher reflection during the formal observation cycle (see Methodology Chapter). Maiya and Daren used the protocol's learning progressions

and debrief topics sections to guide their discussions. These sections, which together reflected the program's subject-matter and social justice priorities, prompted Daren to initiate topics that afforded opportunities for subject-matter and social justice discussions.

Learning Progressions Prompted Discussions on Program Priorities. Across both conferences, the protocol's learning progressions prompted Daren's reflections. He initiated conversations focused on Maiya's feedback including learning progressions that Maiya scored "Proficient" instead of "Advanced," those she did not score, and those where Maiya added written feedback. While the learning progressions prompted topics aligned with the program's subject-matter priority (literacy conference) and social justice priority (numeracy conference), the depth of the discussions depended on the knowledge and interests Maiya brought to the conversations.

In the numeracy conference, for example, Daren attended to a learning progression focused on primary language inclusion that Maiya had not scored yet. To demonstrate proficiency on the learning progression, the indicator states that the preservice teacher "supports learners' use of their primary language to facilitate the transfer of language skills and content knowledge from the primary language to the target language" (see Appendix E, Part 3: Learning Progressions). During the conference, Daren asked Maiya to clarify the meaning of the progression. His request for clarification initiated a conversation focused on primary language inclusion, which is aligned with the program's social justice and equity priority. As Daren stated:

I think...primary language use is definitely a (sic) area of growth for me, for sure. I think with the two emergent bilinguals in my classroom, they are scoring well with reading and writing and are able to converse in English and understand English...I haven't had any issues with them in their comprehension of English, but I don't know if that is the goal. If

the goal is to kind of provide both and allow them to make the connections. (Daren-PST, conference-NL, May 24, 2021)

Maiya affirmed Daren's understanding of the goal of language inclusion, and Daren continued the discussion as he drew on the progression and reflected on the relationship between primary language inclusion and subject-matter learning. As Daren stated, "we tap into their languages kind of, and we have throughout the school year, but not necessarily to facilitate content knowledge transfer." Maiya focused on language as she engaged Daren in a discussion on his students' primary languages, his knowledge of the languages, and asked Daren how he might "incorporate these languages in your math instruction" (Maiya-S, conference-NL, May 24, 2021). Daren highlighted a tension as he suggested that integrating primary languages (social justice) and mathematics (subject matter) was a challenge, stating, "when it comes to math, my head kind of hits a wall in terms of how to incorporate language" (conference-NL, May 24, 2021). Maiya's feedback focused on reaching out to parents for cultural and linguistic connections to the content (rows and columns) and providing space for students to translanguage. Maiya's feedback was aligned with the program's social justice priority, as well as her interest in supporting multilingual learners, yet the feedback did not offer ways to integrate primary languages and subject matter to enhance students' mathematics learning. It is interesting to note that Daren set primary language inclusion as an area of focus for his next formal observation.

Debrief Topics Prioritized Social Justice and Equity Discussions. Across both conferences, the protocol's social justice and equity debrief topics prompted Daren to initiate discussions focused on connecting instruction to students' identities and cultures, disrupting systems of oppression, and promoting criticality (literacy conference). During the literacy conference, for example, Daren initiated a discussion focused on criticality as he reflected on one

of the debrief topics. He discussed his critical reading of the lesson's mentor text, including his reaction to the "injustice and the power dynamics" between the characters and an ultimatum made by one character, as well as how he considered ways to bring criticality into instruction during planning. Daren stated:

I wouldn't have looked at Click Clack Moo the way I looked at it since I've read it this time, a year ago or two years ago...looking at it this year...I was like, "Oh, this is kind of screwed up. Like why, why is this happening?" And then thinking about incorporating that into teaching the book was cool because I couldn't find anything online about, but it's there. (Daren-PST, conference-L, June 4, 2021)

As Daren responded to the debrief topic, he also noted his attention to criticality across lessons, which extended the social justice and equity-focused discussion. Daren shared that during the lessons that preceded and followed the observed lesson, the students engaged in discussions focused on the "power dynamics" among the characters in the mentor text, including a character who "makes an ultimatum" to other characters. Daren noted that he viewed the discussions as his "attempt at promoting criticality" because the students engaged in conversations focused on "whether it felt fair and what was right" (Daren-PST, conference-L, June 4, 2021). During the post-conference interview, Daren shared that criticality was an ongoing discussion with Maiya, an area for growth, and an area that Daren perceived as one of Maiya's goals for him. Daren's attention to the debrief topic prompted him to reflect on his progress toward the goal of bringing criticality into instruction, which he described as "still...a challenging thing to apply in a developmentally appropriate way." Daren also expressed plans "to continue thinking of ways to just kind of layer it on and then have them think about things like power, if nothing else," noting that the students "know what's right and wrong, and who's being pushed down and...who has the

power.” Daren’s attention to the debrief topic and his subsequent reflections that were prompted by the debrief topic simultaneously brought the program’s social justice and equity priority into the conference.

Subject Matter Was Not Prioritized in Debrief of Protocol Topics. Although the social justice-focused debrief topics prioritized discussions on issues of social justice and equity, the open-ended debrief topics afforded Daren the opportunity to reflect on topics of his choice and, in practice, the topics and his decisions did not lead to subject-matter discussions. Across both conferences, subject-matter discussions were lacking during the debrief topics section. The open-ended debrief topics that focused on successes, challenges, and considerations for future instruction did not prompt subject-matter discussions. Although Daren briefly mentioned subject matter, for example, as he noted a success where the students connected “their own lives and the content with the cause and effect” and as he listed the already discussed challenge of providing a more cognitively demanding alternative to the sorting activity, he did not elaborate and Maiya did not engage Daren in additional conversation on the topics (Daren-PST, conference-L, June 4, 2021). While a debrief topic focused on how the preservice teacher’s feedback helped students “understand what they know, can do well, and can still improve” had potential for subject-matter discussion, Daren primarily reflected by listing responses that were not subject-matter specific (e.g., revoicing, using sentence stems to structure student responses, incorporating student work into instruction, affirming student responses, and using academic language) and the reflections did not lead to discussion beyond Maiya praising Daren’s inclusion of the word “efficient” for supporting student understanding of why the mathematics skill was important to learn. As the examples show, the social justice debrief topics specifically prompted and prioritized social

justice discussions, while the open-ended debrief topics did not prompt subject-matter discussions.

Maiya's Supervision Approach Shaped Conference Discussions

Across both post-observation conferences, Maiya's approach to supervision shaped discussion topics. Specifically, Maiya positioned Daren to take the lead raising topics for discussion as they progressed through the protocol. He initiated discussion topics aligned with his goals and self-perceived challenges and on Maiya's evaluation of his progress on the learning progressions.

Positioning Daren to Lead Prioritized Daren's Goals. Positioning Daren to take the lead afforded opportunities for him to focus on his priorities and it also aligned with one of Maiya's goals, which was celebrating Daren's growth and progress. During both conferences, Daren initiated discussions on his goals of primary language inclusion, classroom management, and talk moves and his self-perceived challenges, which overlapped at times with his goals. For example, Daren raised his primary language inclusion and classroom management goals as challenges as he initiated discussions focused on integrating primary languages into mathematics instruction and navigating classroom management in the remote teaching and learning context. In an interview following the literacy conference, Daren reflected that the conference was primarily focused on his priorities. As Daren stated:

I feel like...up until we got to...kind of near the end when we were talking about...how I'm kind of combating heteronormativity and racism and ableism, up until then I think it was aligned by my goals, the things that I was really trying to focus on. So, I talked about the last observation how I was going to try and take some risks with the language support and...continue to work on my talk moves, so those things have been...central to

the...debrief and those were things that I had set for...goals for myself. (Daren-PST, interview-L, June 4, 2021).

Across the conferences, Daren also initiated discussions focused on Maiya's evaluations. During the literacy conference, for example, Daren attended to Maiya's observation notes as he took the lead. As Daren stated, "I tend to like to start with kind of the notes that you took during the observation," and added, "I saw that you highlighted a couple of things that I'd love to talk about" (Daren-PST, conference-L, June 4, 2021). Maiya's highlighted observation notes from the literacy observation focused on moments where Daren used talk moves, provided scaffolding, and included students' primary languages. Talk moves and primary language inclusion were aligned with Daren's goals for the observation and Maiya noted that she focused on Daren's talk moves goal during the observation. As Maiya stated, "you've been really talking about your talk moves and including students, right, like folding them in, so that's what I was looking...at in page four" (Maiya-S, conference-L, June 4, 2021).

While Maiya's highlighted notes prompted some subject-matter mentions, the conversations did not lead to substantive discussions of teaching literacy and instead primarily involved recounting what occurred during the lesson and Maiya providing praise. For example, Maiya praised Daren's revoicing of a student's comment that an "effect" from a video used during the cause-and-effect lesson became a "cause." Maiya noted that Daren's revoicing provided scaffolding for students as she stated, "I would have seen that as, oh wow, yeah, that student really gets it, they're ahead. But recognizing...this is one way a student sees it, let's break it down for the others in case they didn't see it" (Maiya-S, conference-L, June 4, 2021). While Daren brought subject matter into the discussion when he added that he went back to the concept during the following lesson and provided the example, "So, then the effect was the cows

were on strike, so when the cows went on strike, then what happened,” Maiya summarized with praise and remained procedural in her feedback. As Maiya stated, it “sounds like...you felt good about your students understanding the content yesterday so you’re able to move back into the text today” and noted that it was with a “more complex focus on the standard” (Maiya-S, conference-L, June 4, 2021).

Maiya also positioned Daren to take the lead during discussions in the learning progressions section of the protocol. During both conferences, he focused solely on indicators that Maiya either scored “Proficient” instead of “Advanced,” did not score, or scored with additional written feedback. At times, the learning progressions Daren focused on were aligned with his goals. For example, Daren attended to the previously discussed primary language inclusion learning progression during the numeracy conference, which aligned with Daren’s goal and Maiya’s interests. Daren also initiated a discussion focused on classroom management, another goal, during the literacy conference, when he advocated for a higher score after explaining a moment where he supported students with navigating a conflict that Maiya had not observed. Maiya agreed with Daren’s self-evaluation as she stated, “thanks for this evidence here because it shows that, yeah, they really took it on but then...navigated it” (Maiya-S, conference-L, June 4, 2021). When Daren initiated the above discussions, which were focused on feedback aligned with his goals, the discussions further maintained a focus on Daren’s priorities.

Daren Initiated Topics with Potential for Subject-Matter Discussion While Maiya Responded with Procedural Feedback. While Daren’s goals were not focused on subject matter, he initiated topics at times that afforded Maiya opportunities to expand his understanding of teaching literacy or numeracy.

In the numeracy conference, for example, Daren initiated a reflection on his talk moves goal while simultaneously raising a challenge about how to respond to students who were not yet demonstrating understanding of the lesson objective (skip counting). Daren stated:

I still need to do some thinking...about how to respond to students that I already kind of know are still working on their skip counting...they are still developing with that and...that's just something that I want to figure out how to bring them in as...mathematicians rather than just, you know, them sharing and then me bouncing off to someone else. (Daren-PST, conference-NL, May 24, 2021).

After Maiya transitioned to the observation notes section of the protocol, she positioned Daren to lead again. This afforded him the opportunity to raise the challenge a second time, suggesting the topic was a priority for him. As Daren stated, "I think there was that moment where I, one of my students was counting by ones" (Daren-PST, conference-NL, May 24, 2021). Daren elaborated on the challenge and noted that he knew "the student counts one by one," but that he had not "thought about how to respond to it in a productive way." He circled back to raising the challenge previously when he noted, "that's what I was talking about earlier, too...something that I want to continue working on and just anticipating how to respond to that in a more productive way."

Daren's request for support with ways to respond to the student that would scaffold the student's understanding of skip counting was met with feedback that was procedural and did not focus on pedagogical content knowledge or scaffolding student learning. As Maiya stated:

I think here in this phrasing, "Is there any, is there an easier way we could do this," that could have been a good moment for you to nudge, like, look at the rows, or, could you

actually...you're counting one by one, could you count one by the rows instead? (Maiya-S, conference-NL, May 24, 2021).

After Maiya provided procedural feedback, Daren further engaged in the discussion by offering that he could have responded to the student by asking the student to show their thinking with an equation, noting that “the equation could have helped him understand what the skip counting was getting after, which is three plus three, or two plus two plus two” (Daren-PST, conference-NL, May 24, 2021). Daren’s response evidences his understanding of the mathematical concept of skip counting and suggests that Daren may have been ready to engage in deeper subject-matter discussion. While Maiya also engaged in the discussion further, her response was not subject-matter specific. Alternatively, Maiya suggested that Daren “might want to script out a few possible responses to students” during planning, which is a strategy that could be used across content areas (Maiya-S, conference-NL, May 24, 2021).

Similarly, during the literacy conference, Daren initiated a discussion on a learning progression that Maiya scored “proficient” that states the preservice teacher “models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express learning in [the] content area” (see Appendix E, Part 3: Learning Progressions). Maiya’s evaluation prompted Daren to reflect on the “cognitive demand” of the lesson, possible alternatives to the instructional activity (a cause-and-effect picture sort), and challenges with small group work in the online setting (Daren-PST, conference-L, June 4, 2021). Daren told Maiya, “it kind of made me reflect more on the cognitive demand of a sort versus other activities I could have had them engaged in.” He also wondered about how to help students more deeply understand the relationship between cause-and-effect ideas in a text as he stated, “they are still trying to understand causes and effects and how they relate but it’s more just a

click and drag exercise.” Daren offered alternative ideas to the sorting activity, including “a debate about...the farmer versus the cows or prompted question like, ‘Do you think the farmer has a right to cow’s milk and eggs if the cows aren’t comfortable at night?,’” which suggests he was open to discussing ways the students could engage more deeply with the content.

Additionally, Daren’s prompted question suggests he could have benefitted from Maiya bringing knowledge of literacy instruction to the discussion. While Daren’s question was related to the text, the students could have debated it without reading or demonstrating comprehension of the text--something that Maiya might have pointed out.

While Daren initiated a topic that afforded an opportunity for Maiya to draw on her literacy knowledge and provide suggestions for ways to engage the students in using the cause-and-effect text structure to support deeper comprehension of the relationships between the text’s characters and events, the opportunity was missed. Instead, Maiya responded with feedback to use the planned sorting activity earlier in the lesson and focused on language use, which is aligned with Maiya’s interests, the program’s social justice priority, and part of the learning progression. As Maiya stated, “maybe right after you had introduced the chart... this could have been a quick activity that they all do and then you bring them back and then you say, ‘okay, now let’s do the language’ or something” (Maiya-S, conference-L, June 4, 2021). Maiya came back to the topic after reading Daren’s reflection on how the sort disrupted ableism. Nevertheless, Maiya maintained a procedural focus on students using the words “cause” and “effect” and did not discuss ways students could demonstrate deeper understanding of the literacy skill. As Maiya stated:

I know we talked about this before, grounding your lesson really in the standards. What is the objective so that they...know the skill but then they show you that they know by

using the language of cause and effect, right? Where here in this activity, you had the students just match it. I'm wondering if a way to edit this activity is maybe you even make cause and effect movable sorts, too. Ask the students to label your cause and effect column...and then maybe give them pieces of a sentence and drag it, too. (Maiya-S, conference-L, June 4, 2021)

As the examples show, while opportunities existed in both conferences for discussions of literacy or numeracy instruction in response to topics Daren raised, the opportunities were missed and Maiya responded with procedural feedback.

Maiya's Interests and Experiences Shaped Conference Discussions

Across both conferences, Maiya's interests and experiences in issues of social justice and equity, which aligned with one program priority, also shaped conference discussions as she added to discussions that Daren initiated.

Maiya's Interests and Experiences in Supporting Multilingual Learners Shaped Discussions. Across both conferences, Maiya drew on her interests and experiences with supporting multilingual learners. Maiya had been a reader and grader for two courses within the university's English Language Learner endorsement program and she had experience supporting multilingual learners as a classroom teacher. Maiya noted that she focused on multilingual learners in her discussions with preservice teachers to support them with "pulling from students' cultures, making sure they're using relevant texts, giving time to translate," and added, "I've noticed, yeah, many of my candidates don't do that. So, I'll, I'll give them that feedback" (Maiya-S, interview, May 18, 2021).

During the numeracy conference, for example, Daren asked Maiya for support with bringing primary languages into mathematics instruction. Maiya provided general suggestions to

reach out to students' families to learn connections between the subject matter, students' cultures, and students' primary languages, as well as to provide options for students to translanguage during instruction. Maiya also connected the suggestion to the observed numeracy lesson as she modeled a potential conversation that Daren might have with parents, stating:

You might want to share, "Hey, in an upcoming lesson, we're going to talk about rows and columns...is that significant in your culture...is (sic) there any structures that are relevant that...really show that and how would I say it in this language to support your students?" (Maiya-S, conference-NL, May 24, 2021)

Maiya's feedback added to the discussion on primary language inclusion, which is a program priority. Further, Daren reflected during a post-conference interview that Maiya provided "tangible things" for him to consider during the discussion (Daren-PST, interview-NL, May 24, 2021).

Maiya's Interests and Commitments to Disrupting Systems of Oppression Shaped Discussions. Maiya also drew on her interests and commitments to disrupting systems of oppression, another program priority, as she engaged in discussions with Daren focused on bringing students' cultures into instruction and disrupting heteronormativity. Across conferences, Maiya encouraged Daren to consider students' cultural backgrounds while planning for instruction. She focused on considering ways for students to make personal connections to subject-matter visuals (i.e., images depicting arrays), reaching out to parents to learn cultural and linguistic connections to subject matter (i.e., cultural connections to rows and columns), and considering students' relationships to the setting of the text in the literacy lesson (i.e., students' relationships to farms).

Maiya similarly drew on her social justice and equity values, as well as her experience as Daren's racial caucus group facilitator, during the literacy conference to provide feedback after Daren reflected on the protocol's debrief topic of disrupting systems of oppression. Daren noted that he was "thinking about book choices" to disrupt ableism and heteronormativity. In response, Maiya drew on a shared experience of attending an alumni panel and pushed back on Daren's reflection. Maiya stated, "I don't know if it's always about selecting a specific book" (Maiya-S, conference-L, June 4, 2021). She encouraged Daren to not "get too caught up in, 'I'm looking for more representation in a book,'" and to instead engage in social justice and equity work using resources that are available. Maiya elaborated further, stating:

I kind of consider, you know, teachers quest for more inclusive things as a big detour because it just sounds like, you know, the journey's incomplete. I'm still looking for the most relevant book, the most inclusive book, so I'm just going to use this right now. But that shows, you know, you're not really engaging with what is already out here. (Maiya-S, conference-L, June 4, 2021)

Maiya offered an example of how Daren could introduce disrupting systems of oppression using the text from the observed lesson, which featured a white-presenting, male farmer, by discussing examples of local, female-owned farms and local farms owned by women of color with the students. As a result, she furthered her own and the program's social justice and equity priorities.

While Maiya's social justice and equity-focused feedback shaped both conference discussions and supported one of the program priorities, it did not connect culturally and linguistically responsive instructional strategies with deepening Daren's understanding of teaching literacy or numeracy. During an interview following the literacy conference, Maiya

noted the tension between focusing on issues of social justice and equity and supporting preservice teachers with subject-matter content. As Maiya stated:

I noticed that I do gravitate towards race ethnicity inclusion and also language inclusion because those are really important to me. But I'm noticing, yeah, my candidates they really want those technical skills in literacy and numeracy and instructional strategies and aligning it to the content and, or aligning it to the standards...So, this has just made me more aware of how can I balance both being really heavy on racial, linguistic inclusion, and also these methods. (Maiya-S, conference-L, June 8, 2021).

Summary: Factors Overlapped to Prioritize Social Justice Over Other Program Priorities

The data across the literacy and numeracy post-observation conferences for Maiya and Daren highlight three factors that overlapped to prioritize discussions of social justice. First, the protocol's debrief topics and Daren's responses to Maiya's feedback on a primary language inclusion learning progression both focused his reflections on issues of social justice and equity. Second, Maiya's supervision approach of positioning Daren to take the lead also allowed him to focus on his primary language inclusion goal. And third, Maiya's interests in supporting multilingual learners and disrupting systems of oppression furthered discussions on issues of social justice and equity as Maiya added to discussions Daren initiated. The three factors, therefore, both individually and collectively (as they overlapped and demonstrated their interconnectedness) worked to bring issues of social justice into conference discussions. These three factors did not similarly prioritize subject-matter discussions. Unlike the social justice debrief topics, the protocol does not include debrief topics that similarly press for subject-matter explanation. Additionally, Maiya did not initiate subject-matter discussions. Therefore, the subject-matter discussions that occurred were dependent on Daren initiating the conversations.

Daren raised topics that had potential for subject-matter discussion as he asked Maiya for support with a challenge (i.e., responding to students who were not yet demonstrating understanding of the mathematics skip counting objective) and as he reflected on a learning progression that prompted him to consider ways the students could engage deeper with the cause-and-effect subject matter. After Daren raised the topics, the discussions remained procedural, even when Daren engaged in reflections that showed potential for moving to discussions of teaching and learning subject matter. While opportunities existed, Maiya did not bring subject-matter knowledge to bear to provide feedback that could potentially deepen Daren's subject-matter understanding and pedagogical content knowledge. The opportunities for engaging in subject-matter discussions at the depth that Maiya and Daren engaged in social justice discussions were, therefore, missed.

Findings: Kellie and Marcia

In this chapter, I present the findings for the second case in this study: Kellie (university supervisor) and Marcia (preservice teacher). For this section of findings, I analyzed a literacy post-observation conference and a science post-observation conference between Kellie and Marcia. Below, I provide a brief contextual overview for each post-observation conference followed by similarities across the two conferences, weaving in data from observations, interviews, and artifacts used during the conferences.

Context and Process of Literacy Post-Observation Conference

Kellie and Marcia engaged in the literacy post-observation conference in May 2021 during Marcia's last month of full-time student teaching. The conference, which was Marcia's second formal observation during spring quarter, centered around a third-grade whole-group reading comprehension lesson focused on the role of secondary characters. During the pre-observation conference Marcia expressed concerns about student engagement, which prompted Kellie to focus on engagement during the observation. This was one of the topics Kellie and Marcia discussed across the year. Others included balancing students' voices, learning objectives, and supporting multilingual learners. Kellie noted that during the post-observation conference, she wanted to follow up with Marcia to hear her perspective on student engagement since Marcia raised engagement as a concern during the pre-observation conference. Kellie also wanted to discuss her use of the word "category" as she described roles secondary characters might play in a text. Kellie connected the topic to her interest in identity and her related concerns with categorizing characters. The lesson observation occurred remotely using Microsoft Teams and the post-observation conference occurred remotely using Zoom technology, given the unique teaching, learning, and supervision contexts during the COVID-19 pandemic.

Context and Process of Science Post-Observation Conference

Kellie and Marcia engaged in the science post-observation conference at the end of May 2021 during Marcia's last month of student teaching. The conference, which was Marcia's final formal observation, was centered around a third-grade whole-group introductory science lesson on forces and motion. Kellie's goals for the post-observation conference were for Marcia to practice engaging in and leading reflections, feel confident about her teaching, set goals, and celebrate. She also shared that since she and Marcia examined instructional practice throughout the year, "instructional practice wasn't really the goal for this one." Instead, she prioritized Marcia leading reflections "to help her to see how important reflections are in teaching" (Kellie-S, interview-NL, June 1, 2021). Marcia did not ask Kellie to attend to anything specific during the observation, although Marcia noted during an interview that she was interested in Kellie's feedback on the assessments from the lesson since that was one of Marcia's goals for the quarter. The lesson observation was video recorded and Kellie and Marcia both viewed the video prior to the post-observation conference. The conference occurred remotely using Zoom technology, given the unique teaching, learning, and supervision contexts during the COVID-19 pandemic.

Similarities Across Literacy and Science Post-Observation Conferences

Across the literacy and science post-observation conferences for Kellie and Marcia, the data suggest that multiple factors may have played a role in shaping the nature of the feedback supervisors provide to preservice teachers. The factors include the supervisor's use of the university-based observation protocol, the supervisor's approach to supervision, and the supervisor's interests and experiences.

The Observation Protocol Strongly Affected Post-Observation Discussions

The university-based observation protocol (see Appendix E) is a material tool used during the formal observation cycle for evaluation and supporting preservice teacher reflection. As discussed in the Methodology chapter, the protocol includes sections for the supervisor's observation notes (see Appendix E, Part 2: Lesson Enactment and Data Collection), evaluative learning progressions (see Appendix E, Part 3: Learning Progressions), as well as six debrief topics (see Appendix E, Part 4: Observation Debrief). The teacher education program's subject-matter and social justice priorities are embedded in the protocol through learning progressions, as well as two debrief topics. The four remaining debrief topics are general, allowing the supervisor and preservice teacher to bring in topics of their choice.

During both conferences, Kellie used the protocol as a guide as she positioned Marcia to reflect on each lesson. Marcia noted, "our debriefs look the same in that (Kellie) uses those questions to guide the conversations" (Marcia-PST, interview-L, May 11, 2021). Kellie and Marcia focused on the learning progressions during the science conference and the debrief topics during the literacy conference.

Learning Progressions Strongly Shaped Discussion Topics and Subject-Matter Discussions Were Limited. As Kellie positioned Marcia to reflect on the learning progressions aligned with the Learning Environment, Content Knowledge, and Application of Content standards during the science conference, Marcia drew on the language in the indicators while reflecting on strengths and setting goals for future instruction. As an example, Marcia reflected on a Learning Environment progression focused on "consistent, purposeful routines," "little loss of instructional time," and students requiring "minimal prompting," with the advanced indicator adding that students "may initiate routines" (Appendix E, Part 3: Learning Progressions). Marcia drew on the language in the indicator as she evaluated herself as proficient, stating, "things are

purposeful and we don't lose instructional time" and "we're getting to the minimal prompting, most students are kind of getting in the routine of sending a chat, raising their hand" (Marcia-PST, conference-S, May 28, 2021). Marcia also drew on the language in the advanced indicator as she set a goal for future instruction focused on students initiating routines, stating that she has been "thinking about how can students be taking more initiative in the routines...I'm seeing a little bit of that but I think in this lesson it was mostly teacher initiated routines," and adding that classroom jobs when teaching in-person could support this goal (Marcia-PST, conference-S, May 28, 2021).

The language of the Learning Environment progressions did not prompt subject-matter discussion. Instead, they prompted Marcia to reflect on classroom management, interactions with students, student-to-student discussion, and positioning students' perspectives and knowledges as assets. Although the topics aligned at times with Marcia's spring quarter classroom management and engagement goal, the program's subject-matter priority was not a focus. Kellie also did not initiate subject-matter discussions and instead provided praise and feedback on Marcia's reflections.

Unlike the Learning Environment progression, the learning progressions in the Content Knowledge and Application of Content standards afforded potential opportunities for subject-matter discussion. These learning progressions are intended to be applicable across content areas and are therefore not subject-matter specific. Therefore, it is the responsibility of the supervisor or preservice teacher to initiate specific subject-matter discussions. Yet, as Marcia reflected and drew on the language in the progressions, her reflections did not go beyond brief mentions of science concepts of forces and motion and Kellie primarily responded with feedback that was not subject specific, often revoicing Marcia's reflection or referencing the standard. As an example,

Marcia mentioned a learning progression focused on anticipating subject-matter misconceptions to support student learning, stating, “I feel like I do anticipate where there might be misconceptions thinking about the difference between a force and a motion” (Marcia-PST, conference-NL, May 28, 2021). Yet, she wondered if she may not have provided explanations to clarify potential student misconceptions at some points during the lesson. As Marcia stated:

In the lesson...someone would be like, “Oh, yeah, when something moves, when I’m, you know, moving around, that’s a force. Just kind of, I think in the moment there may have been some small moments that I did that, which is probably why I feel like I’m more in the proficient, not quite advanced yet.” (Marcia-PST, conference-NL, May 28, 2021)

While Marcia initiated a conversation that had potential for subject-matter discussion, Kellie did not further engage Marcia in a discussion of these science concepts. Instead, Kellie responded with empathy as she stated, “I think this is a hard one for beginning teachers to live in for advanced because...it’s really with experience that you’re able to see and understand the breadth of the misconceptions that kids have” (Kellie-S, conference-NL, May 28, 2021).

Social Justice Debrief Topics Prompted Discussion Focused on Program’s Social Justice Priority. During the literacy conference, the protocol’s debrief topics focused on social justice and equity prompted Marcia to reflect on being a “social justice educator” and on disrupting systems of oppression (Appendix E, Part 4: Observation Debrief), which aligned with the program’s social justice priority. As an example, Marcia drew on the language from the debrief topic as she discussed incorporating previously read texts into the lesson that contained themes aligned with “disrupting heteronormativity and ableism” and noted her desire to

“continuing to refer back to how they disrupt these systems of power and oppression” (Marcia-PST, conference-L, May 11, 2021).

Marcia initiated a potential opportunity to bring the program’s social justice and subject-matter priorities together as she briefly mentioned a discussion that referenced disrupting heteronormativity and supporting comprehension through character development. She described a discussion with the students that focused on relationships between the main and secondary characters, how the roles shifted, and the challenges the characters faced, including a main character who “loves to wear dresses and is bullied” by secondary characters (Marcia-PST, conference-L, May 11, 2021). Although Marcia’s comment afforded a potential opportunity to bring the program’s priorities together, Kellie shifted the conversation back to social justice as she prompted Marcia to respond to the final portion of the debrief topic focused on disrupting racism. As Kellie stated, “those are some really clear examples of talking about heteronormativity and ableism. What about, did you also include texts around racism, too? Are you having that conversation in part of these texts, too?” (Kellie-S, conference, May 11, 2021). The conversation remained focused on disrupting racism and did not return to the subject of secondary characters in literature as Marcia responded that the texts included “characters of color” but did not specifically disrupt racism and noted that additional texts used during the unit of study provided opportunities for discussing racism with the students (Marcia-PST, conference, May 11, 2021).

General Debrief Topics Afforded Opportunities for Discussion of Marcia’s Priorities and Subject-Matter Discussions Were Limited. The protocol’s general debrief topics (successes, challenges, feedback, and considerations for future instruction) discussed during the literacy conference afforded opportunities for Marcia to initiate topics aligned with her priorities.

As Marcia reflected on successes and challenges from the lesson, for example, she primarily focused on her classroom management and engagement goal as she initiated discussions on engagement, student participation, behavior management, student-to-student discussion, and managing small groups online to support student learning. Marcia maintained her focus on management and engagement even when Kellie asked her to consider what made the lesson successful for a specific student and prompted her to consider her instruction, noting that it was a literacy lesson. Marcia reflected on using questioning strategies to keep the student engaged and did not bring subject matter into the discussion. She also focused on general pedagogical strategies including the use of wait time, recording students' ideas on slides, and clearly stating the lesson objective throughout the lesson. While Marcia and Kellie made brief mentions of subject matter as Marcia reflected and as Kellie provided praise, these mentions did not lead to deeper subject-matter discussions. For example, Kellie praised Marcia's attention to the complexity of character roles, stating, "I'm glad you mentioned that some characters can be more than one of these roles at different times and how that shifts. I think that was really important for the students to hear that" (Kellie-S, conference-L, May 11, 2021). While Kellie's praise focused on secondary characters' roles, she did not elaborate further or discuss how understanding a character's roles can support comprehension.

Kellie's Supervision Approach Was Consistently Non-Directive

Kellie's approach to supervision also shaped discussion topics across both post-observation conferences. She prioritized Marcia's reflections during the conferences before she provided feedback. This led Marcia to reflect on her spring quarter goal of classroom management and student engagement, as well as general pedagogical strategies, as previously discussed.

Kellie Prioritized Marcia’s Reflections. Across both conferences, Kellie prioritized Marcia’s reflections. Marcia was aware of that, stating:

the goal is...for me to reflect and not for her to tell me how it went. So, it's for me to have that space of reflection. And she always asks, you know, she'll tell me what she has in mind for the debrief and then say, but you know whatever you want to talk about, like this is your time. So, it's always centered around the TC. (Marcia-PST, interview-NL, May 29, 2021)

Kellie waited until after Marcia reflected to add her thoughts. During the literacy conference, for example, Kellie positioned Marcia to reflect on successes from the lesson. Kellie prioritized Marcia’s reflection over her feedback, stating, “I have a bunch of things to say but I wanted to give you an opportunity first to share what you felt great about the lesson” (Kellie-S, conference-L, May 11, 2021). Similarly, during the science conference after Marica reflected on a learning progression focused on encouraging “responsive and supportive...interactions between learners” and set a goal of working toward students initiating student-to-student discussions (Appendix E, Part 3: Learning Progressions), Kellie added, “you would almost have to maybe dismantle this structure that’s in place of teacher call, raise hands” (Kellie-S, conference-S, May 28, 2021).

Kellie further prioritized Marcia’s reflections as she waited to initiate new topics for discussion until after Marcia reflected on the debrief topic (literacy conference) and learning progression (science conference) sections of the protocol. During the literacy conference, for example, Kellie waited to initiate feedback on word choices related to identity and supporting multilingual learners. Kellie initiated the discussion, stating, “I wanted to share maybe two things, I think, that I wonder if it would help or not help” (Kellie-S, conference-L, May 11,

2021). While Kellie did not initiate new discussion topics during the science conference, she waited until after Marcia finished reflecting on the learning progressions before she praised multiple components of the lesson.

Kellie also prioritized Marcia's self-evaluations on the learning progression rubric. During the science conference, Kellie disagreed with one of Marcia's self-evaluations, yet she did not prioritize her evaluation over Marcia's self-evaluation. In the example, Marcia focused on students connecting subject matter to prior knowledge. She stated she was "leaning towards advanced," yet showed some hesitation as she noted the students did not apply their learning to real world problems, which was a component of the advanced indicator (Marcia-PST, conference-S, May 28, 2021). In response, Kellie suggested Marcia was proficient, stating, "it seems to me, at least, like the advanced is really thinking about that criticality piece" (Kellie-S, conference-S, May 28, 2021). While Marcia agreed with Kellie's explanation, Kellie did not prioritize her evaluation and instead scored the rubric as both "proficient" and "advanced." She explained to Marcia that the rubric is "really just to help you" and added that she has seen Marcia demonstrate "advanced" in numeracy lessons so the goal would be to demonstrate it across content areas.

Kellie described her non-directive supervision approach and prioritizing Marcia's reflections in an interview following the literacy conference, stating:

I try to back off as much as possible...she's gonna be done in a month and her reflections will be on her own. She's not going to have this kind of opportunity of coaching support...so I like to just back off and just to ask the questions and see where the conversation goes and just add to what she shares. And then if there are points that I feel

like are really kind of, I feel that are important, or something that I might be able to add to extend their own perspective, then I'll add that. (Kellie-S, interview-L, May 14, 2021)

Positioning Marcia to Reflect Prioritized Marcia's Classroom Management and Engagement Goals. Kellie prioritized Marcia's reflections, which allowed Marcia to focus on her classroom management and student engagement goal for spring quarter.

During the literacy conference, Marcia reflected that a student whom she supported with additional scaffolding during online learning was able to “thrive and really show what he knows” during the lesson's independent assignment (Marcia-PST, conference-L, May 11, 2021). Kellie initiated a potential subject-matter discussion as she prompted Marcia to consider what made the lesson successful for the student and specifically referenced literacy instruction, stating:

So, that makes me wonder, thinking about this lesson in particular... 'cause this is a literacy lesson...if you were thinking about re-teaching this specific lesson again with these learning objectives...what do you think it was that helped him to get there... thinking about your instruction? (Kellie-S, conference-L, May 11, 2021).

Kellie's prompt provided a potential opportunity to discuss instructional strategies that supported the student's understanding of the lesson's literacy objectives. Yet, Marcia responded with a focus on engagement and the general pedagogical strategy of questioning, stating, “I think for him, once he's engaged, keeping him in the conversation, like once I noticed he was ready to participate, asking him follow-up questions” (Marcia-PST, conference-L, May 11, 2021). While Kellie redirected Marcia back to the prompt, stating, “I'm kind of going back. I want to cap on what, what you did that made it successful for a student like” him (Kellie-S, conference-L, May 11, 2021), Marcia maintained a focus on engagement as she reflected on the importance of “making sure I'm not assuming he won't have an answer because he appears distracted”

(Marcia-PST, conference-L, May 11, 2021). Kellie did not press further but, instead, prioritized Marcia's reflection as she provided praise, stating, "Yeah, I love that. That is such a great takeaway," and the conversation did not return to subject matter (Kellie-S, conference-L, May 11, 2021).

In a different context, during the science conference, it was Marcia who reflected that the lesson "was a good intro to forces" and provided an example of a student making a connection to the science content. In this context, Kellie shifted the conversation to student engagement and management as she noted that the students were "so engaged" and celebrated the success, stating, "and that was your huge goal this whole quarter" (Kellie-S, conference-S, May 28, 2021). Kellie continued to focus on Marcia's goals as she provided additional praise for classroom management and how she set clear expectations for participation, and the conversation did not return to subject matter.

Marcia reflected on Kellie's feedback during both post-conference interviews and noted that it is generally focused on classroom management and student engagement, as opposed to subject matter. As Marcia stated:

I think the feedback tends to just be around mostly classroom management, engagement.

I feel like the feedback tends not to be on the actual content of the lesson. Usually, any

feedback on that comes when she gives her feedback before the lesson, but any feedback

I get, either math or literacy, tends to be around just how it went. Not so much the things I

planned to do. It's more of the spontaneous stuff, is what I get feedback on. (Marcia-PST,

interview-L, May 11, 2021)

Kellie's Interests and Experiences Shaped Conference Discussions

Kellie further shaped conference discussions by drawing on her experiences and interests in issues of social justice and equity, which aligned with one of the teacher education program's priorities. Kellie offered Marcia suggestions for considering identity, supporting multilingual learners, and disrupting racism.

Kellie's Interest in Identity Shaped Discussions. At the time of the study, Kellie was a doctoral student with a research focus on identity. Kellie gained insight into Marcia's conceptualizations of identity through her participation in Kellie's research study. Kellie noted during the literacy post-conference interview that her interest in identity shapes conference discussions, stating, "I think, because I... personally have some interest around student identities, it shows up quite a bit" (Kellie-S, interview-L, May 14, 2021).

Kellie drew on her interest in identity while providing feedback during the literacy conference when she suggested Marcia reconsider her use of the word "category" when discussing secondary characters' roles in texts. During the lesson enactment, Marcia asked the students, "Do you think every character will fit into these categories? Do you think characters can fit into more than one category?" Marcia also explained to the students that "it's hard to put characters into one perfect category" and discussed how "just like people, they aren't just one category, but more than one thing" (Kellie-S, supervisor notes-L, May 10, 2021). Kellie encouraged Marcia to consider the potential negative implications of using the word "category," and suggested that she use the word "role" instead, stating:

I'm thinking about the term category. And that's because you're in the unit of identity.
And I guess...I'm wondering about, what are the implications of categorizing people?
And what if instead you substitute that word for the word role that I've heard you use

maybe a couple of times? What role does this character play for this character at this time? (Kellie-S, conference-L, May 11, 2021)

Kellie also drew on her perspective of Marcia's conceptualizations of identity from her research study, which Kellie described as "a little bounded," when she provided the feedback (Kellie-S, interview-L, May 14, 2021). Kellie shared with Marcia that "we're trying to break this kind of boxed idea of identities...we are complex beings, there are multiple layers to us...situating the position of roles and multiple roles depending on relationship would really help...with that conversation" (Kellie-S, conference-L, May 11, 2021). Her feedback brought identity into the conversation and simultaneously supported an element of the teacher education program's social justice focus.

While Kellie did not draw on her interest in identity during the science conference, she noted that if time had allowed, she would have asked Marcia, "thinking about your own teacher identity in relation to science, maybe what was this lesson like for you and where did you feel like you felt...comfortable or uncomfortable?" (Kellie-S, interview-NL, June 1, 2021).

Kellie's Interests and Experiences Supporting Multilingual Learners Shaped Discussions. Kellie also drew on her professional experiences as an instructional coach for multilingual learners when providing feedback during the literacy conference. During the conference, Kellie provided feedback on a slide that Marcia used as a visual support for vocabulary during the observed lesson. On the slide, Marcia included the words "advisor," "sidekick," and "challenger" at the top to represent the three secondary character roles she focused on in the lesson and included visuals to support student understanding of each role. Marcia typed definitions that she and the students created together during the lesson below the visuals. Kellie praised Marcia's decision to collaborate with students on the slide and added a

suggestion to organize the information on the slide in a way that would further support multilingual students, stating:

I'm thinking about multilingual learners and just helping to clearly, maybe even more clearly represent...because one of the things that we want them to also be able to learn is like how to organize information. And so, what if we had a grid, and then, the first line was all definitions, the second line was all examples, or something like that to be a little bit more clear...or if you had chosen to do it this way, maybe you can color code a little bit, like, you know, green is going to be for the terms and then blue, the definitions...or all of advisors in blue, all of sidekick is in yellow, all of challenger is purple, so it's kind of really clear about the different positions. (Kellie, conference-L, May 11, 2021)

While Kellie added that she thought “the kids got it great,” she noted the feedback could be valuable “when you get into more complex vocabulary” (Kellie-S, conference-L, May 11, 2021).

Although Kellie’s feedback was procedural and she did not bring in subject matter beyond praising Marcia’s discussion of the word “second” in the vocabulary word “secondary,” her feedback supported the program’s social justice priority and focus on multilingual learners’ access to information.

Kellie’s Focus on Social Justice Shaped Discussions. In addition to conversations focused on identity and supporting multilingual learners, Kellie also initiated discussions on disrupting racism in both conferences, which aligned with Kellie’s and the teacher education program’s focus on social justice and equity. During the science conference, Marcia reflected on a learning progression focused on students “contributing, gathering, and organizing information and ideas from different perspectives” (Appendix E, Part 3: Learning Progressions). Marcia evaluated herself as proficient and noted that she primarily provides the resources the students

use during online instruction and the students had not yet engaged in evaluating information, which is a component of the progression's advanced indicator. As Marcia set a goal to support students with evaluating information during future in-person lessons by having them engage in research and seek out information, Kellie provided feedback that brought a focus on issues of social justice and equity to Marcia's current instructional practices. Kellie offered:

Yeah, it could even be, even if you were to provide the text or whatever resource that you're looking at and then having a discussion or some kind of activity where they're evaluating what is this...especially in a lot of conversations around maybe race, like, whose knowledge is being presented here...who wrote this. (Kellie, conference-NL, May 28, 2021).

While Kellie brought social justice and equity into the conversation, it is interesting to note that she also expressed an interest in receiving support from the teacher education program through "a little more conversation around the different ways that people are taking up social justice" (Kellie-S, interview-NL, June 1, 2021). Kellie reflected that the social justice component of the program's lesson plan template is "a common difficulty" for preservice teachers and wondered if it would be helpful for supervisors to collaborate to create "a resource or sharing of what this looks like in practice that we could share with preservice teachers...deepen our understanding in a way, too, then maybe in that way we can better support our" preservice teachers (Kellie-S, interview-NL, June 1, 2021).

Summary: Factors Overlapped to Shape Post-Observation Contexts and Minimize Subject-Matter Discussion

The data across the literacy and science post-observation conferences for Kellie and Marcia highlight three factors that shaped the conference discussions: the university-based

observation protocol, Kellie's supervision approach, and Kellie's interests and experiences. Together, the three factors created a conference context that afforded opportunities to discuss the teacher education program's social justice priority, Marcia's priorities, and Kellie's interests, which aligned with the program's social justice priorities, yet did not prioritize subject-matter discussions.

The university-based observation protocol played a significant role in shaping the conference discussions. As Kellie used the protocol to guide discussions across the conferences, the learning progressions (science) and debrief topics (literacy) were instrumental in shaping discussions in different ways. While the learning progressions prompted discussion topics centered on the learning environment, which aligned at times with Marcia's classroom management and engagement goal, as well as prompted content knowledge discussions, Kellie and Marcia did not engage in discussions that could deepen Marcia's subject-matter knowledge and the discussions remained primarily focused on topics that were not subject specific. In addition, the conference time ended before Kellie and Marcia discussed the instructional strategies and assessment learning progressions.

The general debrief topics and Kellie's non-directive supervision approach combined to afford opportunities for Marcia to prioritize her classroom management and assessment priorities during the literacy conference. Additionally, the social justice debrief topics prompted discussions aligned with the program's social justice priority and Kellie's interests in social justice and equity further brought the program's social justice priority into the discussions as she initiated feedback on identity, supporting multilingual learners, and disrupting racism. The debrief topics did not prompt specifically for subject-matter discussion and, when Kellie initiated a potential discussion focused on literacy strategies, Kellie's non-directive approach supported

Marcia in redirecting the conversation to her engagement goal and the conversation did not return to subject matter.

While the protocol shaped the conference discussions in significant ways, the protocol did not press for subject-matter discussion in the ways it pressed for learning environment, general content knowledge, general application of content, and social justice discussions. Since Marcia's and Kellie's priorities and interests were not focused specifically on deepening subject-matter knowledge, other topics--classroom management, general pedagogical strategies, and social justice discussions--took priority during the conferences.

Discussion

The literature on preservice teacher education highlights the complexity of preservice teacher supervision and the many factors that have the potential to influence the feedback university supervisors provide during post-observation conferences (Cuenca, 2012; Slick, 1997). Providing feedback that supports preservice teachers' development of subject-matter knowledge and pedagogical content knowledge is important for preparing preservice teachers to provide instruction that fosters students' subject-matter understanding (Feiman-Nemser & Parker, 1990; Grossman, Shoenfeld, & Lee, 2005; Shulman, 1986). University supervisors may be ideally positioned to provide this type of feedback during post-observation conferences (Cuenca, 2012; Schwartz et al., 2018). Yet, many factors may influence if, and to what extent, supervisors engage in subject-matter discussions when providing feedback. Additionally, studies examining the nature of post-observation conferences at the elementary level are limited. This qualitative multiple-case study adds to the literature by examining some of these factors and how they may interact to influence if, and to what extent, supervisors bring subject-matter knowledge to bear when providing feedback to preservice teachers during post-observation conferences at the elementary level.

I examined these issues across two cases, with each case consisting of one university supervisor and one preservice teacher. Within each case, I analyzed data across two lesson enactments and subsequent post-observation conferences, with one lesson focused on literacy and one lesson in a different subject area to allow for comparison of feedback across content areas. Below, I look across the cases to summarize the findings, interpret the findings, and discuss potential implications for practice. Finally, I identify limitations of the study and offer steps for future research.

Summary of Findings Across the Cases

In the previous two chapters, I presented the findings from each of the two cases in this study. In this section, I look across the two cases to summarize the findings. In both cases, three primary factors interacted to shape discussions and the feedback the supervisors provided: (1) the university-based observation protocol, (2) the supervisors' interests and experiences, and (3) the supervisors' approaches to supervision (see Figure 1).

The observation protocol was the most significant factor in shaping the conference discussions. As the supervisors depended on the protocol to guide the conferences, the protocol's learning progressions and debrief topics strongly influenced the discussions. The generic nature of the subject-matter learning progressions together with specific social justice debrief topics prioritized discussions on social justice, with relatively little time and attention accorded to concerns related to subject matter and pedagogical content knowledge. When the supervisors' interests and experiences overlapped with the program's social justice priority, social justice conversations were further prioritized. Similarly, when the preservice teacher's goals aligned with the program's social justice priority, which was the case for Daren with his language support goal, social justice was also brought into the conference discussion.

The supervisors' approaches to supervision also shaped discussion topics. The supervisors positioned the preservice teachers to take the lead reflecting across both cases, which prioritized the preservice teachers' concerns, goals, and interests. In both cases, the preservice teachers reflected on their classroom management/engagement goals and concerns, which brought these topics into the conference discussions. Although the preservice teachers did not have goals focused on subject matter and the protocol did not specifically prompt for subject-

matter reflection, brief subject-matter mentions occasionally occurred during discussions as the preservice teachers reflected and the supervisors responded and provided feedback.

When subject-matter mentions occurred, they did not lead to discussions that could deepen the preservice teachers' understanding of subject matter or pedagogical content knowledge in the content areas (literacy, numeracy, science). Opportunities existed at times, yet the discussions did not focus on subject-matter teaching and learning. Instead, the supervisors provided procedural feedback, provided general feedback (not subject specific), or did not further engage in the discussion. In one case (Kellie and Marcia), the supervisor and preservice teacher each shifted a conversation away from subject matter and toward classroom management and engagement, which furthered the preservice teacher's goal.

These findings align with those from prior research that found a limited depth and extent of subject-matter discussions during post-observation conferences (Borko & Mayfield, 1995; Christensen, 1998; Valencia, Martin, Place, & Grossman, 2009). The findings also align with studies that suggest that reasons for limited subject-matter discussions during post-observation conferences may include the use of generic observation protocols (Borko & Mayfield; Valencia et al.) and an emphasis on classroom management when preservice teachers are positioned in ways that afford them opportunities to prioritize their goals (Borko & Mayfield; Christensen; Gelfuso & Dennis; Strieker et al.; Valencia et al.).

In this study, the findings suggest that the observation protocol, supervisors' interests and experiences, and supervisors' approaches to supervision worked together, although not equally, and overlapped at times to influence the conference discussions. As the factors interacted, social justice conversations were prioritized while attention to subject matter was marginalized. The findings suggest that the program's social justice and subject-matter priorities are not yet

working in concert and that the program's integration of the two priorities--social justice commitments and subject-matter instruction--has not been fully realized yet. I further elaborate on these interpretations below.

Integrating Social Justice and Subject-Matter Knowledge in Field Supervision

Integrating social justice and subject-matter knowledge during field supervision is essential for preparing preservice teachers to teach in equitable ways that foster deep subject-matter learning. Attention to both equity and subject matter and how they interact during instruction is needed for student learning. Equitable teaching necessitates that preservice teachers are prepared to draw on their knowledge of pedagogies for teaching in socially just and equitable ways, their subject-matter knowledge, and their pedagogical content knowledge to provide integrated approaches to instruction that foster student learning.

A focus on social justice and equity in preservice teacher education is imperative, as is the commitment by teacher education programs to engage in the important work of preparing social justice educators. The implication I draw from the data in this study is NOT that the commitment to the social justice and equity agenda in teacher education programs should be reduced. Rather, the challenge is to avoid positioning program priorities (e.g., social justice and subject matter) in a zero-sum relationship where attention to one priority results in a paucity of attention to other priorities, and to instead work toward ways to integrate them. Deep student learning occurs through integration when social justice and subject matter interact during instruction.

In considering an integrated approach, we might envision equity and subject matter as multidimensional, intertwined puzzle pieces that connect and interact as preservice teachers plan for and enact instruction, and avoid positioning equity and subject matter as building blocks that

are stacked in close proximity yet exist primarily as separate entities. The interaction of the components (social justice and subject matter) is essential. While each component contributes to learning, it is the interaction of the components that fosters deep understanding. For example, focusing primarily on equity during instruction with a lack of attention to subject matter will negatively impact student learning just as focusing primarily on subject matter without attention to culturally and linguistically responsive instructional strategies that engage students and make the content accessible and relatable will negatively impact student learning. Preservice teacher supervision, therefore, needs to not only support preservice teachers' development of subject-matter knowledge, pedagogical content knowledge for teaching subject matter, and pedagogical content knowledge for teaching in socially just and equitable ways, but also how to integrate these understandings to foster student learning. Maiya evidenced a related tension when she highlighted a problem of practice around how to “balance being both really heavy on racial, linguistic inclusion, and also these methods” (Maiya-S, conference-L, June 8, 2021). Integrating pedagogies for teaching in socially just and equitable ways into Shulman's (1986) conceptualization of pedagogical content knowledge may be a way to bring subject matter and social justice together and to work toward solving the tension that occurs during preservice teacher supervision when the priorities are kept separate.

As an example from the first case in this study, Daren and Maiya engaged in a discussion on the cause-and-effect comprehension strategy where Daren questioned ways to support the students with more deeply understanding the relationship between cause-and-effect ideas in a text. While the topic Daren initiated afforded an opportunity for Maiya to provide subject-matter and pedagogical content knowledge feedback on teaching cause-and-effect, Maiya instead focused on language use both in her initial feedback and when she returned to the discussion a

second time during the conference. Language use is important for supporting student learning and Maiya's attention to language use aligns with the program's social justice priority, as well as responded to an earlier reflection when Daren noted the students could have used the language of "cause" and "effect" more in the lesson. Yet, Maiya's feedback did not respond to the subject-matter topic Daren raised and was a missed opportunity to extend Daren's understanding of ways to teach cause-and-effect to support deeper student understanding of the purpose of the cause-and-effect strategy for understanding the relationships between characters and events in a text and supporting comprehension. Maiya's feedback was also a missed opportunity to support Daren with ways to integrate language use and subject matter to support deeper student learning. The implication I draw from the data is NOT that there is a deficit, but rather that the teacher education program is committed to engaging in the imperative work of integrating a focus on social justice and equity, aligned with the recent and important increase in attention to issues of social justice and equity nationally, into the already established program priorities, including subject matter. One way to think about this is that the program is on a developmental trajectory of engaging in this important work. One possibility is that while on this developmental trajectory of integrating the new priority with the existing priorities, there has been a heightened awareness and increased attention to the new priority of social justice. The existing subject-matter priority, including what is known about the importance of subject-matter knowledge for teaching and student learning, remains an important focus. Yet, it is possible that with heightened awareness to the new social justice priority and with the priorities not yet fully integrated, the new social justice priority may overshadow the existing subject matter priority. The next step on the developmental trajectory and the task, therefore, is to work toward integrating the new social justice and equity priority with the existing subject-matter priority.

Recommendations for Program Development

This study has implications for teacher education programs and preservice teacher supervision in the following areas: (1) observation protocols; (2) supervisor professional development; and (3) review and evaluation of progress toward integration.

Observation Protocols

One recommendation for program development focuses on revisiting the university-based observation protocol with attention to alignment between the protocol and the program's priorities. The protocol strongly guided the post-observation conference discussions in this study and prioritized a focus on social justice and equity. It would be valuable to examine the protocol to determine if each of the program's priorities are similarly embedded within it, as well as to examine if the protocol similarly presses for reflection on each priority or if there is heightened attention to one priority over another. Specific to the teacher education program in this study, revising the protocol's debrief topics for attention to subject matter may be one way to bring subject matter into conference discussions. Since the debrief topics pressed for reflection focused on issues of social justice and equity, it may be valuable to consider adding debrief topics that also prompt for subject-matter reflection. One suggestion might be to add a question that prompts the preservice teacher to reflect on student learning specific to the lesson's content objective. It may also be valuable to engage in conversations focused on creating discussion topics that support the integration of subject matter and social justice. After discussing student learning specific to the lesson's content objective, for example, one possibility might be to engage in discussion focused on specific subject-matter pedagogies and social justice and equity pedagogies that worked together to support student learning.

Supervisor Professional Development

As the program is on the developmental trajectory of integrating the new priority with the existing priorities, so are the supervisors who are engaged in this important work in the field. Professional development would be valuable for supporting supervisors with learning concrete strategies and approaches for providing feedback that integrates the program's priorities and that supports preservice teachers with integrating the priorities in practice. While this study examined feedback provided during post-observation conferences, it may be valuable to focus professional development on both post-observation conference feedback as well as feedback provided on lesson plans to support preservice teachers with thinking about integration while planning for instruction.

One initial possibility for professional development might be to have supervisors view video segments of instruction in the content areas and to discuss with other supervisors and with content area experts (e.g., course professors) ways to provide feedback that would support preservice teachers in thinking about the elements of teaching and learning (for example, subject matter, social justice, and classroom management) in an integrated, cohesive way. This would engage supervisors in discussions focused on the importance of this work for supporting deep student learning. It would also build the supervisors' knowledge of strategies for providing feedback to support preservice teachers in this area and would additionally provide scaffolding, if needed, during the learning process through discussions with knowledgeable others (e.g., course professors).

Another possibility for professional development that could be valuable after viewing and engaging in discussions focused on video segments would be to have supervisors apply their learning to their supervision practice and engage in self-evaluation with peer support. Supervisors could bring examples from their practice to supervisor meetings of moments where

they provided feedback that supported the integration of subject-matter knowledge and social justice or moments where they attempted to provide feedback to support this integration.

Supervisors could reflect on their practices, learn strategies from each other, and could also seek peer support with next steps to continue to develop their practice.

While more extensive, another professional development opportunity would be for the supervisors within one program to collectively engage in a self-study using a methodology similar to this study to closely examine the feedback they provide during post-observation conferences. This would afford opportunities to examine the feedback provided with consideration for the program priorities and to examine what shaped the nature of the feedback. It would be particularly valuable to engage in this type of collective self-study after the program revisits and revises the observation protocol, as well as after the supervisors have engaged in professional development opportunities focused on ways to provide feedback that integrates subject-matter knowledge and social justice.

Review and Evaluation of Progress

A commitment to ongoing and continuous peer-review and evaluation of progress toward the goal of integrating the social justice and subject-matter priorities during supervision will also be essential. It will be important for supervisors and field directors to regularly engage in reflective and growth-oriented conversations focused on progress toward this goal. These conversations should be ongoing and might be prompted by questions like, “What is our goal?” “What steps are we taking toward achieving that goal?” “Are we making progress with those steps?” “How do we know we are making progress – what evidence do we have to support our progress?” “Do we need to re-evaluate the steps based on the evidence?” It will be important to document the goal, the steps toward achieving the goal, and the progress toward the goal.

Since integration is the overarching goal, it may be valuable to examine progress toward both priorities separately, as well as progress toward their integration. For example, examining progress toward: (1) supporting preservice teachers with developing subject-matter knowledge and pedagogical content knowledge; (2) supporting preservice teachers with developing social justice and equity-focused pedagogies; and (3) supporting preservice teachers with integrating subject matter and social justice to support student learning. Again, reviewing and evaluating progress toward these priorities would need to be ongoing. For example, as the program works toward integration, documenting that progress, determining next steps based on that progress, implementing those steps, and evaluating progress based on implementing the steps will be an important ongoing review and evaluation cycle.

Limitations & Recommendations for Future Research

This study is limited to examining the factors that may influence if, and to what extent, university supervisors bring subject-matter knowledge to bear when providing feedback to preservice teachers during post-observation conferences and the ways those factors interact to shape discussions and feedback. While the study draws attention to the post-observation discussion topics and the feedback provided by university supervisors, the study does not examine how preservice teachers interpret and respond to the feedback. The study also does not examine the preservice teachers' implementation of the supervisors' feedback in future lessons. Examining how the preservice teachers interpreted the supervisors' feedback and if, and to what extent, they implemented the feedback during future instruction would be valuable for understanding the impact of supervisor feedback and for supporting preservice teacher education. For an integrated approach to make a difference in student learning, preservice teachers need to take up and enact the feedback in practice and reflect on its implementation.

While examining post-observation conferences between preservice teachers and supervisors is an initial step, a limitation is that preservice teacher fieldwork experiences and practices necessarily involve the important role of mentor teachers and operate within the organizational contexts of partner schools. While this study focused on the feedback provided by supervisors, the mentor teacher and the partner school contexts are missing components of this study, as everything in fieldwork is negotiated by the triad members (preservice teacher, mentor teacher, and university supervisor) and within the field-placement context. If a supervisor provides feedback that does not align, for example, with the mentor teacher or partner school's ideologies or practices, the preservice teacher's implementation of that feedback could be impacted. Future research that brings the mentor teacher into post-observation conferences to collaborate on feedback would be valuable for examining the findings of this study within the complex setting of fieldwork where multiple priorities are necessarily navigated, yet with the important common goal of enhanced student learning.

Another limitation of this study is that it is comprised of only two cases, with each case limited to one supervisor and preservice teacher engaged in two formal observation cycles. While it is a small study, it may be helpful for supervisors engaged in the work of preservice teacher supervision to review it for ways it could potentially inform their practice. This current study was informed, for example, by examining my supervision practices and the feedback I provided to preservice teachers on lesson plans and during post-observation conferences during my first year as a supervisor and literacy teaching assistant. I identified a problem of practice of providing more classroom management feedback than subject-matter feedback during post-observation conferences across content areas (literacy and numeracy), as well as providing more subject-matter feedback on literacy lesson plans that were aligned with my area of expertise than

numeracy lesson plans. Given the importance of preservice teachers developing subject-matter knowledge and pedagogical content knowledge to support student learning, I engaged in this study to further examine the factors that may shape the feedback supervisors provide and focused on actual practice through post-observation conference discussions. This study may be valuable for supervisors who want to further examine their supervision practices and feedback. Future research examining feedback provided by one supervisor during post-observation conferences across content areas and across multiple preservice teachers or studies that included more cases could also be valuable for gaining a deeper understanding of the findings highlighted by this study.

Finally, this study occurred in the remote teaching, learning, and supervision context due to the COVID-19 pandemic. There are limitations that are important to consider related to the online context that may play a role in the findings of this study. Teaching and learning in the online context presents challenges that differ from in-person teaching and learning. For example, instructional strategies are necessarily different, students may not have access to lesson materials and manipulatives beyond what is displayed on the screen, classroom management strategies are different, and teachers are navigating student engagement while competing with students' at-home learning environments. Districts may not have modified curriculum for teaching in the online context, leaving the task of modifying curriculum to mentor teachers and preservice teachers. Teaching subject matter in ways that support student learning in the online context, therefore, is faced with added challenges. Preservice teacher supervision also has added challenges in the online context. Observing lesson enactments online may not afford opportunities to observe all components of a lesson. For example, if students are in breakout rooms, the supervisor cannot observe all the breakout rooms in the moment to gain an

understanding of student comprehension of the lesson objectives. Preservice teachers may not be able to collect and bring student work to a post-observation conference to discuss and analyze assessment data and use that information to inform next instructional steps with the support of a supervisor (knowledgeable other). For these conversations to occur in the remote supervision context, the preservice teacher is dependent on the students completing and submitting the work online, which can be a challenge with differing levels of support at home and students' comfort levels with submitting assignments online. These factors can all shape what is able to be discussed during remote post-observation conferences.

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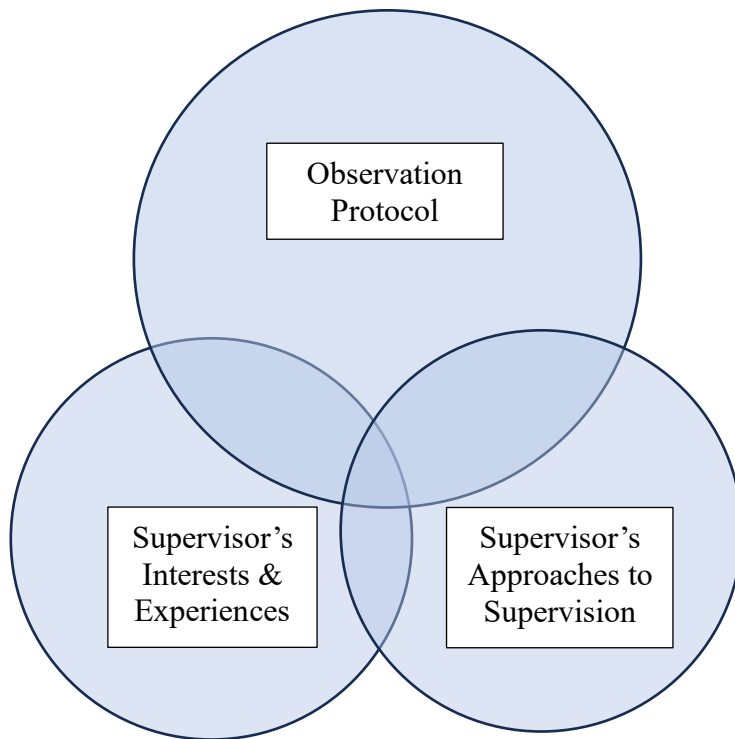
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Figure 1

Factors Shaped Supervisor Feedback and Discussions



Appendix A

Initial Supervisor Interview Protocol

Preamble: As you know, I am a doctoral student and a current coach, and I have a particular interest in the nature of coaching interactions between coaches and preservice teachers. I am conducting a dissertation study to learn more about these interactions, and it would be helpful for my developing understanding of coaching if you could talk with me for 30-45 minutes about your work in coaching preservice teachers. This conversation will be significant in helping me examine the work in which coaches and preservice teachers engage. You might notice during the interview that I am looking at or reading from this paper – this is to help me keep track of where we are in the interview and to note ideas we discuss. I would like (with your permission) to record this conversation. Is that OK with you? At any point, if you would like me to turn off the recorder and stop recording the conversation, just let me know. Thank you!

Part 1: Related background experiences and preparation for coaching preservice teachers

1. I know you are a coach in the elementary teacher education program. Tell me about your role as a coach. How would you define it or describe it?
2. Tell me a little about what you feel has helped you be prepared to be an elementary coach for preservice teachers. (*Prompt, if needed, for teaching experiences/background – Ex. Tell me about your teaching experiences – what grades, how long, how do you think that prepared you for coaching, background in education, have you had any preparation in coaching, tell me about anything in the teacher education program – is there anything that prepared you*)

3. I know many coaches also hold a position as a teaching assistant. Is that true for you? If so: Tell me about your role as a TA. (*Prompt, if needed, for TA experience – begin with this year and then move to prior TA experience; roles/responsibilities - teaching, grading, preparing materials*); If so: Were the teacher candidates you coach in the section of the course you TA?
4. How do you see the relationship between being a TA and being a coach?

Part 2: Coaching preservice teachers

5. One of the things I'm curious about related to coaching has to do with the fact that at the elementary level, we are coaching preservice teachers in so many areas -- all the content areas, classroom management, relationships with students, etc. What is your thinking about that?
6. I'm interested in learning more about your experiences as a coach. What are some of the challenges or concerns you have in coaching preservice teachers?
7. This year is a different year with the pandemic. Can you tell me about online coaching? How does that work? (*Prompt, if needed, for specifics about observing in online context and debriefing in online context.*)

Part 3: Final concluding remarks

8. Is there anything I did not ask you about that you would like to share with me regarding your coaching experiences or your thoughts about coaching?

Appendix B

Supervisor Interview Following Post-Observation Conference Protocol

Preamble: Intended for use after first observed post-observation conference: Thank you for taking time during our last discussion to share your thoughts and experiences in education and with coaching preservice teachers, and for having me observe the debrief today, as well! I really enjoyed it and I appreciate having the opportunity to see “coaching in action,” particularly in the online context. I am really interested in learning more about your perspective as a coach and your thoughts and perspective on this observation and debrief.

Preamble: Intended for use in following post-observation conference debriefs: Thank you for letting me observe during the lesson and debrief today! Last time we talked... (summarize learning from first interview).

Confirm permission to record: I would like, with your permission, to record this conversation. Is that OK with you? If you would like me to turn off the recorder and stop recording the conversation at any point, just let me know. Thank you!

Part 1: University supervisor’s goals and noticings

Observation:

1. There is always so much to notice during a formal observation! Can you talk to me about this observation—what did you notice? (*Prompt, if needed: What stood out to you? Did anything surprise you?*)

Post-Observation Conference/Debrief:

2. Can you talk to me about today's debrief? (*Description of what supervisor wants to share about debrief before prompting to understand supervisor's experience/perspective of debrief; Prompt, if needed: Did anything surprise you?*)
3. Did you have goals for this debrief (if not discussed above)? If yes: Tell me about them – (*Try to distinguish if these were goals going in before observation or if they were revised – either after observing or during the debrief; how did the supervisor come up with these?*) If yes: How did that go? (*Does the supervisor feel she accomplished these goals?*)
4. Do you think the TC had goals for this debrief? Tell me your thinking about this. If interview is following debrief with same TC: Last time, you noted that (TC)'s goals were to... What do you think (TC)'s goals were for this debrief today? What do you make of these?
5. Was there anything you noticed during the observation that you decided not to mention during the debrief or anything you wanted to discuss or spend more time on but didn't? (*Prompt, if needed, about how supervisor made these decisions – What influenced your decision?*)
6. Overall, how do you think this debriefing went? (*Prompt, if needed: What do you think the TC took away from this coaching event? What did you take away?*)
7. Is there a particular moment or topic from this debrief that felt particularly valuable for supporting this preservice teacher's learning? (*Prompt, if needed: Tell me more about that...*)
8. What moments or topics felt challenging? (*Prompt, if needed: Tell me more about that... Is there anything you would do differently?*)

9. Compared with other debriefs and interactions you've had with this TC, how similar or different was this one?

Part 2: Final concluding remarks

10. Is there anything I did not ask you about that you would like to share with me?

Part 3: During Final Interview Only

11. How is your role as a coach in this program the same or different from what you expected? (*Prompt, if needed, for same and different and why.*)
12. What advice do you have for teacher education programs, in general, or our program specifically about how to make the coaching process more valuable?

Appendix C

Preservice Teacher Interview Following Post-Observation Conference Protocol

Preamble: Thank you for letting me observe your lesson and debrief today! I really enjoyed it and I am interested in learning about your thoughts, perspective, and takeaways from today's post-observation conference. (Permission to record: I would like, with your permission, to record this conversation. Is that OK with you? If you would like me to turn off the recorder and stop recording the conversation at any point, just let me know. Thank you!)

Part 1: Preservice Teacher's Goals and Perceptions

There is always so much to think about after a formal observation!

1. So, you talked about the lesson with your coach. Do you have additional thoughts about the lesson that you didn't talk about or want to talk more about?
2. Now, let's talk about this observation by your coach and debrief. Tell me about the process of being observed and the debrief with your coach. (*Description of what TC wants to share before prompting to understand TC's experience/perspective.*)
3. Talk to me about what you felt was important to discuss during this debrief (TC's goals). How did you decide what you wanted to discuss? How did that work out?
4. Were there any particularly valuable moments or discussions during this debrief? Tell me more about these. (*Prompt, if needed: What made those moments valuable?*)
5. Were there any particularly challenging moments or discussions during this debrief? Tell me more about these.
6. Was there anything you wanted to discuss that you decided not to bring up or that you did not get to discuss?

Part 2: Preservice Teacher's Perspective of Coach's Goals

7. What do you think were your coach's goals for this post-observation conference? How did that work out? (*Prompt, if needed: How does the TC think the coach decided on these goals?*)
8. Compared with other debriefs you've had with your coach, how similar or different was this one? (*Prompt, if needed: Compared to other math/literacy debriefs/feedback; ways this was the same or different*)
9. If you were to ask your coach for support in an area between now and your next observation or during your next post-observation conference, what area would you want to focus on? Is there a certain type of support that would be most useful/helpful?

Part 3: Final Concluding Remarks

10. Is there anything I did not ask you about that you would like to share with me?

Appendix D

Preservice Teacher Interview After Second Post-Observation Conference Protocol

Preamble: It's so good to see you! Thank you again for letting me observe your debrief with your coach yesterday! As with the last observation and debrief I joined, I am really interested in learning about your thoughts, perspective, and takeaways from yesterday's post-observation conference.

(Permission to record: I would like, with your permission, to record this conversation. Is that OK with you? If you would like me to turn off the recorder and stop recording the conversation at any point, just let me know. Thank you!)

Part 1: Preservice Teacher's Goals and Perceptions

There is always so much to think about after a formal observation!

1. So, like last time, before we talk more about the debrief, you talked about the lesson with your coach and, I am wondering, do you have additional thoughts about the lesson that you didn't talk about or that you would like to talk more about?
2. Now, let's talk about this observation by your coach and yesterday's debrief. Tell me about the process of being observed and the debrief with your coach. (*Description of what TC wants to share before prompting to understand TC's experience/perspective.*)
3. Talk to me about what you felt was important to discuss during this debrief (*TC's goals*). (Last time, you noted...) How did you decide what you wanted to discuss? How did that work out?
4. Were there any particularly valuable moments or discussions during this debrief? Tell me more about these. (*Prompt, if needed: What made those moments valuable?*)

5. Were there any particularly challenging moments or discussions during this debrief? Tell me more about these.
6. Was there anything you wanted to discuss that you decided not to bring up or that you did not get to discuss?
7. What were your biggest takeaways from this debrief?

Part 2: Preservice Teacher's Perspective of Coach's Goals

8. In what ways was this debrief similar or different from your typical debriefs with your coach? (*Prompt: compared to other math/literacy debriefs/feedback; ways this was the same or different*)
9. What do you think were your coach's goals for this post-observation conference? How did that work out? (*Prompt, if needed: How do you think your coach decided on these goals?*)
10. What is an important ongoing goal for you that if you were to ask your coach for additional support in an area, what would you want to focus on?

Part 3: Final Debrief

11. Tell me about your experiences engaging in the coaching process online/remotely this year.
12. What advice do you have for teacher education programs, in general, or our program specifically about how to make the coaching process more valuable?
13. Is there anything I did not ask you about that you would like to share with me?

Appendix E

University-Based Spring Quarter Observation Protocol

Bookmarks: [Part 1: Planning](#) [Part 2: Lesson Enactment](#) [Part 3: Learning Progressions](#) [Part 4: Observation Debrief](#)

| Candidate: | Date | Content Area | School | Observer Name | Language |
|------------|------|--------------|--------|---------------|----------|
| | | | | | |

Part 1: Planning (Pre-Observation, Lesson Plan) Submit lesson plan to mentor and coach at least 48 hours in advance of lesson. Implement any suggested changes and resubmit before teaching the lesson. The coach will score this section after resubmission, if needed.

| | | |
|---|----------|----------|
| Standard #7: Planning for Instruction The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | | |
| Spring Quarter In small or whole group instruction, the TC | Y | N |
| Creates developmentally appropriate instruction that enables each learner to advance and accelerate as they demonstrate their learning and understanding, taking individual learners' strengths, interests, prior learning, preferences, needs, records of prior performance, and how diverse learners process information and develop skills into account. (Standards #1, 2 & 7) | | |
| Plans scaffolds for learners who have exceptional education needs. (Standard #2) | | |
| Incorporates strategies for making content and academic language accessible to linguistically diverse learners. (Standard #2) | | |
| <i>Responds to specific learner needs by planning individualized support, flexible grouping, and varied learning experiences. (Standard #2)</i> | | |
| Sets expectations for the learning environment appropriate to school/district policies. (Standard #3) | | |
| <i>Varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills. (Standard #3)</i> | | |
| Engages learners in applying methods of inquiry used in content area. (Standard #4) | | |
| Plans to represent and explain the key ideas in the lesson in multiple ways. (Standard #4) | | |
| Helps learners see relationships across disciplines by making connections between curriculum materials in the content and related perspectives from another content area(s). (Standard #5) | | |

| | | |
|--|--|--|
| Provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration, and metaphor. | | |
| <i>Uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective. (Standard #6)</i> | | |
| Uses the provided curriculum materials and content standards to write measurable learning objectives. (Standard #7) | | |
| Selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. (Standard #7) | | |
| Develops appropriate sequencing of learning experiences and provides alternative ways for students to demonstrate knowledge and skill. (Standard #7) | | |
| Integrates technology resources into instructional plans where appropriate. (Standard #7) | | |
| Provides opportunities for learners to use interactive technologies responsibly, where applicable and/or appropriate. (Standard #3) | | |
| <i>Uses data on learner performance over time (both formative and summative) to inform planning and make adjustments for recurring learning needs. (Standard #7)</i> | | |
| <i>Uses learner performance data and their knowledge of individual learners to identify students who need significant intervention to support or advance learning. (Standard #7)</i> | | |
| <i>Uses information from interactions with families to adjust their plans and to incorporate home-based resources to provide further support. (Standard #7)</i> | | |

PART 2: Lesson Enactment and Data Collection

Data Collection by Coach

From Lesson Plan

| |
|---|
| <p><i>What are 1-2 things TC is working on in their practice? These will be moves or actions that Mentors and Coaches can pay attention to.</i></p> |
|---|

Lesson Enactment

| <p style="text-align: center;">Observations</p> <p style="text-align: center;"><i>What am I seeing, hearing from TC? From students? From other adults in the room?</i></p> | <p style="text-align: center;">Wonderings</p> <p style="text-align: center;"><i>What do I want to know more about?</i> <i>What's something for the TC to think more about?</i></p> |
|--|--|
| | |

Part 3: Learning Progressions: Coach highlights scores based on performance in this lesson. The goal is to be **proficient** in all areas. A TC may score **developing** in some areas and still meet expectations for Spring Quarter. Any area that is scored **unsatisfactory** may result in additional formal or informal observations for further data collection.

| | | | |
|---|-------------------|-------------------|-----------------|
| <p>Standard 3: Learning Environment The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p> | | | |
| Unsatisfactory | Developing | Proficient | Advanced |

| | | | |
|--|---|--|--|
| <p>Instructional time is lost through inefficient or partially effective classroom routines and procedures. Students require regular guidance and prompting or demonstrate little evidence that they know or follow any routines.</p> <p>The TC spends instructional time looking for materials, rearranging the physical space, and/or transitioning students into and out of activities.</p> | <p>Few purposeful instructional routines and procedures result in loss of some instructional time. Students require prompting and reminders to follow routines.</p> <p>The TC's management of instructional time, physical space, materials, and transitions is inconsistent.</p> | <p>Consistent, purposeful routines support little loss of instructional time. Students are actively involved in managing the learning environment and follow routines with minimal prompting.</p> <p>The TC consistently manages the learning environment, organizing transitions, allocating time, and coordinating resources (e.g. physical space, materials) effectively.</p> | <p>Makes full use of instructional time. Students understand and may initiate routines.</p> <p>Students help establish routines. The TC employs strategies to build learner self-direction and ownership of learning.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and physical space.</p> |
| <p>Ineffective or inconsistent monitoring of student behavior (over-correction or under-correction) results in substantial loss of instructional time (i.e., the lesson was rushed or not finished). Some students miss all or part of the lesson due to their or others' behavior.</p> | <p>Standards of conduct are articulated, but monitoring of student behavior focuses on correction instead of reinforcing positive norms.</p> | <p>Articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others and responsibility for preparation and completion of work; correction is consistent, proportionate, respectful to students, and mostly effective.</p> | <p>Collaborates with learners in setting expectations for a learning climate that include openness, mutual respect, support, and inquiry. Correction is sensitive to individual student needs and respects students' dignity.</p> |
| <p>Interactions are mostly negative, inappropriate, and/or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> | <p>Communicates verbally and nonverbally in ways that demonstrate respect for each learner.</p> | <p>Models respectful interaction and is responsive, verbally and nonverbally, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment.</p> | <p>Encourages responsive and supportive verbal and nonverbal interactions between learners. Students see the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment.</p> |

Standard #4: Content Knowledge The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

| Unsatisfactory | Developing | Proficient | Advanced |
|---|--|---|--|
| Uses academic content language inaccurately or not at all. (Standard #4) | Models academic language but does not encourage/expect learners to engage it. (Standard #4) | Models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express learning in content area. (Standard #4) | Uses a variety of methods to scaffold learner use of academic language, allowing learners to engage in and express complex thinking in content area. (Standard #4) |
| Fails to relate new concepts to students' prior experiences and/or other contexts, or does not understand how this is important to students' learning of the content. (Standards #4 & 5) | Is familiar with the Important concepts in the content area but does not always connect new learning to prior experiences or to other contexts. (Standards #4 & 5) | Helps learners see new concepts in connection to their prior experiences and engages learners in applying content knowledge and skills in authentic contexts. (Standards #4 & 5) | Stimulates learner reflection on the connection between prior knowledge and new ideas and concepts by applying content knowledge to real world problems. (Standards #4 & 5) |
| Fails to recognize or anticipate students' misunderstanding of the content. (Standard #4) | Discontinues lesson when they realize students do not understand content. (Standard #4) | Uses knowledge of common student misconceptions in the content area to anticipate students' needs for explanations and experiences that promote understanding. (Standard #4) | Uses knowledge of common student misconceptions and recursive explanations and experiences at various points in the lesson to ensure accurate understanding in the content area. (Standard #4) |
| Makes content errors and does not correct errors made by students. (Standard #4) | Is familiar with the important concepts in the content area but knowledge may be inaccurate or incomplete. (Standard #4) | Accurately and effectively communicates concepts, processes and knowledge in the content area, and uses vocabulary and academic language that is clear, correct, accessible, and appropriate for learners. (Standard #4) | Seeks out ways to expand or deepen their content knowledge and ways of representing it for learners, presenting diverse perspectives to engage learners in understanding, questioning, and analyzing ideas. (Standard #4) |
| Rarely or never engages learners in using literacy and communication skills in content-area instruction. Does not distinguish disciplinary expectations for reading different types of text. | Provides little opportunity for learners to use literacy and communication skills to engage content. Is inconsistent in helping learners develop disciplinary expectations for reading different types of text. | Engages learners in developing literacy and communication skills that support learning in the content area. Consistently helps learners recognize and practice the disciplinary expectations for reading different types of text and for writing in specific | Guides learners to reflect on how (1) developing content-specific literacy and communication skills, (2) recognizing disciplinary expectations of reading different types of text, and (3) writing in specific contexts for targeted purposes and/or audiences supports their understanding of the content area. (Standard #5) |

| | | | |
|--|---|---|---|
| Does not engage learners in writing for targeted purposes and/or audiences in content-area instruction. (Standard #5) | Minimal opportunities for learners to engage content by writing for targeted purposes and/or audiences. (Standard #5) | contexts for targeted purposes and/or audiences. (Standard #5) | |
| Activities do not engage learners in learning/applying critical thinking or addressing problems/issues within the content area(s). (Standard #5) | Introduces or provides examples of problems/issues within the content area, but does not engage learners to learn/apply critical thinking skills to address them. (Standard #5) | Engages students in learning and applying the critical thinking skills practitioners use to address problems and issues in the content area. (Standard #5) | Positions learners as practitioners who apply critical thinking skills to identify and address current local/community/global problems or issues in the content area. (Standard #5) |
| Presents information or ideas from a single resource/perspective. (Standard #5) | Incorporates multiple perspectives, but all ideas and information come from the teacher. (Standard #5) | Guides learners in contributing, gathering, and organizing information and ideas from different perspectives, using digital and other resources as appropriate. (Standard #5) | Guides learners in contributing, gathering, organizing, and evaluating information and ideas from different perspectives, using digital and other resources as appropriate. (Standard #5) |

| Standard #8: Instructional Strategies The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | | | |
|--|---|--|---|
| Unsatisfactory | Developing | Proficient | Advanced |
| The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. | Attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. | Makes the learning objective(s) explicit and understandable to learners by modeling, representing, and explaining the key ideas in multiple ways. The directions and procedures are clear and anticipate student misunderstanding. | Represents and explains the learning objective(s) in multiple ways and links the instructional purpose of the lesson to student interests. Uses graphic organizers, models, and other representations as needed. The directions and procedures are clear and anticipate student misunderstanding. |
| Is unaware of students' needs for accommodations or does not implement required accommodations. | Is aware of interventions, modifications, and accommodations based on IEPs, 504s and other legal requirements. Some effort to adapt instruction is evident. | Applies interventions, modifications, and accommodations based on IEPs, 504s and other legal requirements, as applicable. | Adapts instruction and uses modified materials, resources, tools, and technology to address exceptional learner needs, including those associated with disabilities and giftedness. |

| | | | |
|---|--|---|---|
| Interaction is predominantly recitation style, with the TC mediating all questions and answers. Allows a few students to dominate the discussion. | Attempts to frame some questions to promote student interaction and engage all students in discussion, but only a few students are involved. | Establishes norms that include thoughtful listening, routines for building on one another's ideas, and protocols for questioning for clarification to develop learners' abilities to participate in respectful, constructive discussions. Structures student interaction to maximize participation by most, if not all, students. | Creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Students formulate many questions, initiate topics, and make unsolicited contributions. Student interaction dominates instructional time, and all or almost all students participate. |
| Demonstrates little or no understanding of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | Indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs. | Integrates diverse languages and cultures into instructional strategies to respond to individual learner needs (e.g. language, thinking, processing) and promote the value of multilingual and multicultural perspectives. | Integrates diverse languages, dialects, and cultures into instructional strategies to respond to individual learner needs (e.g. language, thinking, processing), promote the value of multilingual and multicultural perspectives, and facilitate learners' development of cultural competence. |
| Most questions elicit closed, single correct responses (low cognitive challenge). | Some questions promote learner thinking and understanding, although most elicit predetermined answers. | Poses questions that elicit learner thinking about information and concepts in the content area as well as learner application of critical thinking skills such as inference making, comparing, and contrasting. | Creates opportunities for students to elicit thinking about information and concepts among one another that demonstrates critical thinking skills such as inference making, comparing, and contrasting. |
| Is unaware of students' needs for linguistic accommodation or fails to implement accommodations for linguistically diverse learners. (Standard #2) | Is aware of students' needs for linguistic accommodations but does not use strategies to make language and content accessible to all learners. (Standard #2) | Uses/demonstrates strategies for making content and academic language accessible to linguistically diverse learners. (Standard #2) | Implements a range of supports to make content and academic language accessible according to students' language proficiency levels. (Standard #2) |
| Suppresses learners' transfer of knowledge and skill between languages. | Integrates primary language resources into instruction. | Supports learners' use of their primary language to facilitate the transfer of language skills and content knowledge from the primary language to the target language. | Makes strategic use of learners' primary language to support transfer of language skills and content knowledge. |

| Standard #6: Assessment The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. | | | |
|---|--|---|--|
| Unsatisfactory | Developing | Proficient | Advanced |
| No records are kept, or records of students' performance are poorly organized and cannot be used to monitor learners' progress. Uses assessments that are unrelated to standards/objectives. | System for maintaining records of learners' performance is only partially effective in monitoring students' progress. Relies mostly on one form of assessment to monitor student progress. | Makes and maintains digital and/or other records of learners' performance to monitor each learner's progress. Engages in ethical practice of formal and informal assessment, implementing various kinds of assessments in the ways they were intended to be used. | Engages learners in developing, maintaining, and evaluating records of their own progress. Engages in ethical practice of formal and informal assessment, implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results. |
| Formative assessment not demonstrated or does not match learning objective(s). | Formative assessment procedures only partially address the learning objective(s). | Uses and designs classroom formative assessments that match the assessment method with the learning objective(s). | Designs formative assessments that provide learners multiple ways to demonstrate mastery of the learning objective(s). |
| Is unaware of students' needs for assessment accommodations or does not implement required accommodations. | Implements required accommodations in assessments and testing conditions for learners with IEPs and language learning needs. | Implements required accommodations in assessments and testing conditions, and determines and implements additional accommodations as needed for learners with IEPs and language learning needs. | Provides all learners options for differentiated assessment, including learners with disabilities, language learning needs, and the highly capable, to allow maximum demonstration of mastery. |
| Little or no assessment or monitoring of student learning occurs; instruction continues even when learners demonstrate confusion. | Sometimes misses assessment opportunity during the lesson (formative), although monitoring of student progress is adequate. | Assessment through questions and prompts is used regularly during the lesson to monitor learning progress and determine evidence of learning. | Formative assessment is fully integrated into the lesson such that students are also engaged in their own self-assessment and progress monitoring. |
| Students are unaware of the assessment criteria and cannot process feedback. Feedback is too general to help students assess their learning. | Feedback to learners is general; students are only partially aware of the assessment criteria, and few assess their own work. | Gives specific feedback to learners that advances their learning and allows them to self-assess. | Learners are encouraged to engage in peer feedback to advance mutual learning. |
| Unable to describe how student performance in this lesson will guide future instruction or does not | Uses data from this lesson to describe how evidence of learner progress toward | Uses data from multiple types of assessments to draw conclusions about learner progress toward | Uses data from multiple types of assessments to draw conclusions about learner progress toward learning |

| | | | |
|---|--|---|--|
| articulate connection between student performance and future instruction. | learning objectives will guide future instruction. | learning objectives and can articulate how this analysis will guide future instruction. | objectives and can articulate how this analysis will guide future differentiated instruction for individual students/groups of students. |
|---|--|---|--|

PART 4: Observation Debrief

| Topic | Notes |
|---|--------------|
| Talk about what felt most successful about this lesson. | |
| Talk about what felt most challenging in this lesson. What would you change in your (a) planning and/or (b) instruction to support or improve student learning? | |
| How did your feedback help students understand what they know, can do well, and can still improve? | |
| How does your incorporation/use of Muhammad's HRL Framework in this lesson reflect your overall orientation as a social justice educator? | |
| How did this lesson reflect your commitments to disrupting racism, ableism, and heteronormativity? | |
| What will you consider when you work with these students again? | |

SUPERVISOR FEEDBACK TO PRESERVICE TEACHERS

| | | |
|-----|----|--|
| Yes | No | |
|-----|----|--|

Are there any concerns that require the attention of the TEP office?

If yes, please explain:

Appendix F

Observation Cycle Matrix Excerpt

| Factors/Hypotheses: <i>What shapes debrief discussions</i> | Literacy Data Set (Maiya/Daren) | |
|--|--|--|
| | Supervisor (S) | Teacher Candidate (TC) |
| <p>Supervisor Priorities</p> <p>Summary: S priorities seem to be providing <u>praise</u> (goals TC2 is demonstrating – talk moves, language inclusion), <u>foci from prior conversations</u> (staying close to standards, pacing, ASRs), <u>problem solving and providing instruction/tips</u> (home language inclusion, pacing), <u>social justice/equity</u> – TEP priority and SB interest (racial equity detours, criticality, farming/student relationships), <u>language inclusion, programmatic guide</u> (social justice questions, QA logistics, visiting classrooms in-person)</p> <p>Debrief a shared space for S’s and TC’s goals – S prioritized TC’s goals by positioning TC to take the lead in what to discuss: observation notes (<i>TC chose highlighted sections</i>); indicators (<i>TC chose indicators marked proficient instead of advanced</i>); reflection questions (<i>TC discussed all</i>), while also making space to discuss own priorities (praise, anticipating student responses – follow up from last debrief, bringing</p> | <p>S Initiated Topics:</p> <ul style="list-style-type: none"> - Talk moves (TC goal), scaffolding: Praise for talk moves, including students, and scaffolding after TC asked to discuss S’s highlights in observation notes section of protocol; <i>S raised topic; Noticing based on TC’s goal</i> - ASRs: S asked TC about ASRs during planning after TC mentioned it; follow-up from previous <u>observation</u> - Home Languages: Asked questions to understand home language use by student in lesson that followed observed <u>lesson</u> - Home Languages: Raised discussion about TC feeling awkward bringing in home languages after TC mentioned this (not introduced at beginning of the year) → instruction (it’s ok, CM, reset, rationale, apply learning from CM to instructional strategies; modeled what to say to students; illusion – consistency); praised; continue to be aware of feelings/impact on teaching; praised languages written in scripts; praised CM; praised TC’s use of languages - Home Languages: provided example of a TC integrating home languages into instruction; instruction → not big changes; small inclusions; thinking about language <u>pluralism</u> - Scaffolding through talk moves: Praise for scaffolding (effect, cause, effect); noted formative assessment and praised - Noted wanting to ask about the Jamboard activity at some point - Mural (provided as a resource in response to TC noting difficulty with Jamboard – problem solving?) - Jamboard: Noted visual/mental activity but not using language of cause/effect (in response to earlier comment by TC about why agreed with content | <p>TC’s Perception of S’s Goals:</p> <ul style="list-style-type: none"> - Talk moves (celebrate) - Push on reflection - TC: “I think she was able to communicate what she, those things that she saw like the talk moves and kind of celebrate them a little bit, and kind of push on me a little bit with my, that personal reflection that she thought we should talk about.” (Daren-TC, interview-L, June 4, 2021) <p>TC priorities as well as S priorities; shared goals in highlighting; debrief focused on shared goals?</p> <ul style="list-style-type: none"> - TC: “so things that I had brought in as goals, and then, and then things that she had set as well as goals for me were kind of the highlights, I feel.” (Daren-TC, interview-L, June 4, 2021) - TC: “throughout the observation, we had <u>really meaningful</u> conversations about the things that I, the questions that I had, the things that I noticed. I think she was able to communicate what she, those things that she saw like the talk moves and kind of celebrate them a little bit, and kind of push on me a little bit with my, that personal reflection that she thought we should talk about.” (Daren-TC, interview-L, June 4, 2021) <p>S’s Goals – Focusing on TC’s Goals (talk moves, language support)</p> <ul style="list-style-type: none"> - TC: “a lot of times she’ll highlight questions she has during the observation. This time she highlighted these things that I was really looking for to kind of show proof that I had, I’m doing them. And that felt intentional from her too, to come up maybe as a goal to show me that like these things that you’re saying you’re working (Daren-TC, interview-L, June 4, 2021). |

Appendix G

Within-Case Matrix Excerpt

| Factors/Hypotheses: <i>What shapes debrief <u>discussions</u></i> | Literacy Data Set (Maiya/Daren) Literacy Cause and Effect Lesson | Non-Literacy Data Set (Maiya/Daren) Numeracy Lesson |
|---|--|--|
| <p>Protocol (Tools)</p> <p>Protocol notable component in formal obs. process.</p> <ul style="list-style-type: none"> - Medium through which S shared feedback before debriefs (observation notes and scored indicators) - Medium through which TC reflected before <u>debrief</u> (reflection questions) - Shared screen w/protocol during debrief; Progressed through protocol sections in order during both debriefs (S’s choice in L-D; TC’s choice in NL-D - gradual release?) <p>S used protocol to provide overarching frame/structure for debrief</p> <ul style="list-style-type: none"> - L-D: S transitioned through each section of protocol; NL-D: S asked TC where in protocol TC wanted to <u>start</u> | <p>Protocol → S positioned TC to take lead w/in protocol → TC chose to progress through sections in order, raising topics (S’s highlights in obs. notes, indicators scored “proficient” instead of “advanced,” & reflection questions) → S wove in feedback/discussion <u>topics</u></p> <p>Protocol notable component in formal obs. process</p> <ul style="list-style-type: none"> - S said she discussed parts of protocol in fall w/TCs – set TCs up for success w/protocol; S said she told TCs to be prepared to answer question about disrupting systems of oppression during debriefs - <u>Process</u>: S observes, completes obs. notes, scores indicators, sends protocol to TC, TC sees S’s scores, comments, highlights, etc., TC completes reflection questions in part 4, TC sends protocol back to S, protocol used during debrief - <u>Medium through which S shared feedback before debrief</u> (obs. notes/ highlights, scored indicators) - <u>Medium through which TC reflected before debrief</u> (reflection questions) - <u>Protocol on screens during debrief</u> - <u>Progressed through sections</u> of protocol (TC’s choice!) <p>Protocol provided overarching guide/frame for structure of debrief (b/c of S’s and TC’s choices); w/in protocol, progression through protocol determined by TC; depth of discussion w/in each section determined by S & TC <u>priorities</u></p> <ul style="list-style-type: none"> - <u>S positioned TC to take the lead</u> in the debrief, BUT <u>within the structure of the protocol</u>: “Where would you like to start within the protocol, like which section or a specific part?” (Maiya-S, conference-L, June 4, 2021) - <u>TC chose to go through protocol in order</u>: S’s <u>highlights/comments</u> in observation notes, | <p>Protocol → supervisor guided/facilitated debrief by progressing through protocol sections in order → w/in each section, S positioned TC to take the lead in what TC wanted to discuss but still w/in overarching frame of <u>protocol</u></p> <p>Protocol notable component in formal obs. process</p> <ul style="list-style-type: none"> - <u>Process</u>: S observes, completes obs. notes, scores indicators, sends protocol to TC, TC sees S’s scores, comments, highlights, etc., TC completes reflection questions in part 4, TC sends protocol back to S, protocol used during debrief - <u>Medium through which SB shared feedback before debrief</u> (obs. notes/highlights, scored indicators) - <u>Medium through which TC reflected before debrief</u> (reflection questions) – TC: “when she gets back to me with her...short-hand notes, that’s when I start thinking about and like drafting my notes down at the bottom;” (Daren-TC, interview-N, May 24, 2021); primary language facilitation/use indicator unscored, prompted TC to consider it before & during the debrief - <u>Protocol on screens during debrief</u> - <u>Progressed through sections</u> of protocol (S guided TC through sections!) <p>Protocol used by S to provide overall debrief structure (b/c of S’s choices/facilitation)</p> <ul style="list-style-type: none"> - Protocol provided overarching structure for debrief (**similarity across debriefs) - DIFFERENCE – S facilitated/established debrief structure; S shared screen w/protocol (noted first time using this protocol – updated each quarter, first observation of the quarter - <u>S guided TC through each section in sequential order</u> |

Appendix H

Findings Matrix Excerpt

| Findings | Example 1 | Example 2 | Example 3 |
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| <p>Finding 1: Positioning</p> <p>Maiya positioned Daren to take the lead in raising topics for discussion while using the university-based protocol as an overarching structure and primarily added feedback after Daren's reflections.</p> <p>This is important because positioning Daren to take the lead prioritized Daren's goals during conference discussions.</p> | <p>Across both conferences, Maiya positioned Daren to take the lead in raising topics for discussion as they progressed through the protocol.</p> <p>Ex. "Any questions you have, sort of as problems of practice or something that you want to think through together, it could be from here or if you want to bring in, you know, something that happened today or in a lesson and maybe it connected to something that happened here in this lesson, feel free to do that. So, we don't have to go in any sort of order." (Maiya-S, conference-NL, May 24, 2021)</p> | <p>Positioning Daren to take the lead afforded opportunities for Daren's priorities to take the lead.</p> <p>Ex. "I feel like for the, up until we got to the, uh, kind of near the end when we were talking about...how I'm kind of combating heteronormativity and racism and ableism, up until then I think it was aligned by my goals, the things that I was really trying to focus on. So, I talked about the last observation, how I was going to try and take some risks with the language support and...continue to work on my talk moves, so those things have been...central to the debrief and those were things that I had set for goals for myself" (Daren-PST, interview-L, June 4, 2021).</p> | <p>Although Maiya positioned Daren to lead, Maiya also wove feedback into discussions by responding to Daren's reflections (e.g., goals, challenges, and issues of social justice and equity) and, on occasion, by initiating topics.</p> <p>Ex. "I want to go back to how you're saying you know it wasn't introduced at the beginning of the year. I think that's okay. Yeah, you know, I know in management, right, I think they say really set those routines in the beginning of the year for consistency but...has management also said sometimes you need to do a reset?" (Maiya-S, conference-L, June 4, 2021).</p> |